

THE SCHOOL JOURNAL.

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(NEW YORK.)

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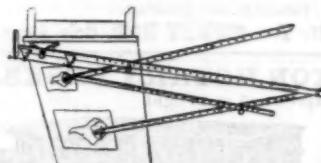
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New York, April 21, 1883.

THE

Scholar's Companion

FOR APRIL

Comes out laden with an unusual supply of interesting reading for home and school. The opening article is an illustrated one entitled "A Voyage to Europe," which is nicely written, and there are two other illustrated articles, "The Circus" and "Stories About Girls." In point of length as well as merit the chief contributions this month are "Are they Fairies?" "Good Queen Bess," "A Race for Life," "Famous Battles.—VILL—The Invincible Armada," "What Cured Carl," "Shall and Will," an excellent dialogue; "The Alhambra" being another of the charming series of travelers' tales; "Pure Generosity" and "Uncle Fred's Play-School." Besides these more note worthy pieces, there is a multitude of shorter items each full of either instruction or amusement. The departments known as "The School-Room," "The Letter-Box," and "The Writing Club" are continued with all their delightful qualities, for the COMPANION readers, no doubt, find all three indispensable. There is not a line of dryness or fatigue in this month's number, and it is not to be wondered at that such attractions of contents should win for the little monthly the enviable popularity it enjoys among both old and young readers.

"I HAVE eleven assistant teachers; I have formed an educational library; five teachers only read the papers, the rest say they have no time."—Extract from a letter.

We cordially thank our friends and subscribers for the copies of the S. J., Jan. 13, 1883, they returned to us. A rapidly increasing subscription list sometimes leaves our shelves bare.

A THEATER manager declares that Boston is the best city in the Union to furnish theater-goers. Such a declaration should make Cotton Mather and the Pilgrim Fathers turn in their coffins. What is the matter with Boston?

THE season for teaching Botany has come. From now until summer comes the teacher can have all the specimens he needs. Let him begin with the branches as the leaf first begins to unfold. Let him watch the hollows and the woods where the spring beauties will soon appear. In a few weeks the flowers will awake from their long sleep.

A TEACHER in Switzerland noticed the great difference between some of the districts. Passing from a French district into the Vaudois district he saw a marked difference in the people; the latter presented such neatness and thriftiness that he asked the reason. The Vaudois he found were better educated; every one could write his name; they were readers too; yet education was free in both districts.

"WHERE there is a will there is a way." It is frequently said that "the country schools cannot be graded." There are always plenty of persons who can find out that a thing *cannot* be done. Well, in New Jersey, in Atlantic county, Supt. S. R. Morse held his "Fifth Annual Examination," April 4-10, 1883. Diplomas are awarded to all who attain a standing of 70 or more. The way to grade the Country Schools is—to grade them. Stop talking and grade the schools.

WHAT is meant by over-education? The general meaning attached to it is that a boy or girl attends school, and then instead of choosing a life of drudgery seeks a profession—at all events one that is not dependent on manual labor. That a good many who leave our schools will attempt to escape manual labor is doubtless true; it is repulsive to many, they connect it with hardship; they see that those who get rich have not got their riches by manual labor; they see that those who are honored are not those who labor with their hands. Don't expect too much of the boys and girls; you, their parents, society, the papers, are all telling them avoid manual labor.

THE growing demand for industrial education is likely to cause a misconception in the public mind. The schools are not to prepare boys and girls to earn money as soon as they leave them, but this seems to

be what some papers would like them to become. The school in its essence must remain distinct and unimpaired. Its object is to train the boys and girls morally, mentally and physically, and impart to them as much suitable knowledge as the time will permit. That part of this can be done through mechanical agencies is true; Fröbel found that certain hand-work was essential as a means of education. It is in this field that industrial employments for school must fail.

WHAT ARE THESE?

There are plenty of men and women who want the millenium to come; they hope the "Good Time Coming" will come in their day; they sometimes will go so far as to pray for it. But when they are asked to contribute by their own words and acts, they beg to be excused. This is not a new discovery. It is one of the facts that strike one soon in life in his attempts to initiate improvements.

The schools ought to be fountains of knowledge and morality; they ought to train the children for future usefulness and honor and happiness. They can only do this when those who teach in them have the will and the power to teach, and have the requisite facilities. If short-comings in these respects are pointed out there will be an excuse, but too often no effort to remedy the defect.

The teacher runs in his routine and lets things go without amendment. It is one of the influences of teaching it is to be feared, that it produces acquiescence with the present state of things. There are men who are running in the same routine of teaching they did ten or twenty years ago; they do not take educational journals, own no educational books, attend no educational meetings, and, it may be added, have no educational ideas. Such men are set to superintend schools, for such men have friends who will get them an office.

A city of 10,000 inhabitants needs a superintendent. Here is a young lawyer or physician; his friends push him into the place, and then what? Why, humbug and discouragement of course; the people are humbugged and the teachers are discouraged. The schools advance under such a man? Far from it.

An agent of the JOURNAL stopped over one train and went into a book store.

"What sort of a superintendent of schools have you?"

"Oh! he is a 'so so' man."

"What sort of a man is a 'so so' man?"

"Good enough as a man, but doesn't understand the business. The effort is a waste of full one half of the time of the pupils, in my estimation."

Further inquiry developed the fact that he was a good man, a church-goer, pleasant to people, and all that, but that no impulse was felt going out of the school-rooms, the young people were destitute of energy and earnestness. Yet these are the things the school-room should manufacture.

A great deal could be said on this subject.

It is in the letters that come from all parts of the country. One writes, "The principal of the high school here teaches Latin and Greek, but the condition of his school-room is deplorable. He laughs at the idea of educational progress. To drill his boys in the inflections is all with him. He has never attended an educational meeting; we have urged him to over and over again."

For the SCHOOL JOURNAL.

COUNTY ASSOCIATIONS.

The County Associations in the State of New York may become a means of immense power. Some of them number 100 members and some 300; some of them are strongly organized; some of them exert an improving influence on every school in the county. But the full measure of their usefulness has not yet been obtained.

It is quite apparent that the educational conditions are very different now from what they were twenty or thirty years ago. The State Association has large interests to attend to that demand the commingling of educational minds from every county.

The educational machinery has become complex and needs to be directed; the general condition of the schools and of education must be improved, for it is conceded that while the city and large village schools have advanced, the rural schools have not. All of these things demand that the teachers join their forces.

For several years this state of things has attracted much attention. It has been seriously proposed to form a new State Association to accomplish what the present association fails in. A growing feeling is apparent that if the State Associations were constituted of delegates elected by the County Associations, a great advance would be made. It is the belief of those who see what a power organization is that this step must eventually be taken. At the last meeting of the State Association Prof. J. Dorman Steele gave notice that at the meeting in 1883 an amendment to the constitution would be proposed so that members to the State Association would thereafter be chosen by the County Associations. Meanwhile let the County Associations proceed to elect delegates. After consultation with many leading teachers, it is believed that one delegate for each 100 teachers will be a proper ratio.

We ought to have a permanent secretary and pay him for his services; and the money for this and other purposes ought not to be paid wholly by the members. Every teacher should be a member of the County Association. If each would contribute in proportion to their salaries, the sum needed could be easily raised. If those receiving a salary of \$100 or under paid 10 cents; from \$100 to \$250, 15 cents; from \$250 to \$500, 20 cents; from \$500 to \$1,000, 30 cents; from \$1,000 to \$3,000, 50 cents, the State Association could employ a secretary and publish its reports. Shall this change be made? Let the County Associations discuss this matter.

For the SCHOOL JOURNAL.

OUR COMMON INTERESTS.

BY REV. PIERRE DE VAL.

To do our best for the rising generation is the object that Protestant and Catholic alike have in view in their schools—at least a candid observer will admit this. Long labor for children in the school-room, without any earthly reward save a very plain subsistence ought to compel from the Protestant the admission that we have solely in view the good of the child; there is no struggle on our part for raising of salaries, or for saving a reduction of two per cent. of them. By this I do not charge that the Protestants do not labor for the good of the child as he sees it. What I desire is that each should in his capacity do his best—we having common interests in the child's heritage—that heritage is what we make it.

Let us then look at this matter not narrowly but broadly; let each apply the principles of education

in the best manner in the spheres in which we work; let us agree as far as we may. And here I may be pardoned if I refer to the course of the SCHOOL JOURNAL as being one most judicious and wise. It has a vast number of Catholic readers, for they see it earnestly developing those principles of education that were long since practiced by most eminent Jesuit teachers and, although not written in books as the fashion now is, are still practiced by their successors. It is not probable that the history of the educational work of the Jesuits will ever be properly written, nor is it probable that anyone comprehends the vast work which is being accomplished by their successors today. Few know the long and careful study they give to the principles of education—you would call it "normal" preparation, or pedagogical study.

This explains what I mean by our common interests. We alike want to benefit the child and secure his salvation; we see alike that this can be done by entire devotion to our calling. There is common ground on which we can stand. Quarrelling and abusing each other only injures the child. The watch-word for each is "the highest good of the child."

GRADING THE COUNTRY SCHOOLS.

In Macon county, Ill., the plan has been in operation two years. The regularity of attendance has increased 30 per cent. since 1880. Fifty per cent. of the schools were supplied with Webster's *Unabridged Dictionary* last year alone. Directors have extended the length of the school year. Demands for fifty teachers with first-grade certificates have been made by directors who have formerly hired none but the cheapest.

In Hennepin Co., Minn., the management of the schools has been improved and simplified by the attempt to follow a settled line of policy, and the number of recitations has been reduced, thus enabling the teacher to do more complete and effectual work in less time than under the old regime. The granting of diplomas has had a quickening influence over all grades, and many laggards have been incited to complete the course.

In Atlantic Co., N. J., greater advancement has been made in the schools during the past year than in any previous year.

In Monongalia Co., West Va., where it has been in use eight years and is still as popular and as effective as ever, the Rev. J. R. Thompson, president of West Virginia University says:

"It has produced in Monongalia county, and is destined to produce all over the state an educational revival. It is safe to say that no subject so interests the people of Monongalia Co. to-day as the education of their sons and daughters. They talk about it more than anything else. No subject presents such charms as education, and larger crowds can be gathered to witness the annual examinations than can be called together by the most eloquent preacher or the most popular political orator. We are sure that no better plan has thus far been devised than the introduction into the public schools of this system of graduation."

For the SCHOOL JOURNAL.

RANDOLPH.

BY MISS R. A. SMITH, Pittsburgh, Pa.

When I had organized my class of boys and girls last fall, there came stealing in a little boy by the name of Randolph; he was about eight years of age and had never before been at school. The children laughed at him because he was such a novice, he did not know where to put his hat, or where to sit—it was a strange world to him. The standing up in classes seemed to wholly amaze him, and as for "going up," that is wonderful yet—he may never get used to that.

Randolph was a puzzle to me then and has been ever since. He had never been to school and yet he had ideas above and beyond all the rest of the children, and I am ashamed to say, beyond his teacher often-times. He had such clear perceptions of right and wrong that I feared him, and his conclusions were intuitive—he did not reason it out.

One day a boy borrowed a slate pencil of his neighbor and took it into the class with him. Being in the way I took it and laid it on the top of his desk a girl passing brushed it off accidentally and it was broken. Who was to blame—who should return a new long pencil to the lender? I blamed Annie for her carelessness and said she should furnish the pencil, and a discussion arose; the scholars turned to Randolph.

"Well Randolph, what do you say?"

"Henry borrowed the pencil and he should give one back to Charles."

Every one admitted this, but the pupils looked with astonishment at the boy, for he ciphered the problem out very quickly. Randolph could read very readily indeed; but about geography, and numbers he knew absolutely nothing. He was a pale little boy and rarely smiled, but he did not look unhappy. I determined to know more about him, so I visited at his house. Poor? You would say so!

"Is it Mrs. Van Name ye want?" said a hearty Irish woman, and then several children pattered to the door, and gazed at me.

"It's the school-mistress," said the oldest, a girl, "she was p'nted out to me by Jenny O'Doogan."

"Hush Mary, why can't ye? Sure she lives up the stairs on the right side." And giving me a look that plainly said "I wish I knew now what ye want of her," she pushed her progeny into the room and shut the door. But said progeny opened the door very quietly and gazed after me as I went up stairs.

Mrs. Van Name was an invalid; she was pale and evidently suffering. She had been on the bed nearly all the time since Randolph's birth, and there was no prospect of her recovery. The child was really the nurse; the father was a mason and went early and come home late, and he was not able to hire any assistance. This explained things to me. I now could see that Randolph had been educated—and by a better teacher than I was. He had read daily in the Bible to his mother and from some other books, so that measured by the standard of reading he was fit to be in the Fifth Reader Class. He comprehended what he read in a degree that to me was quite remarkable. He had come in while I was conversing with his mother, and quietly taking his seat began to read a daily newspaper he had borrowed at the grocery. Curious to know what part was interesting him, I went to the window and looking sideways saw he was at the "editorials"—a part that until then had always seemed too poky to be read by intelligent persons.

I sat down and began to ask questions and I was satisfied that Mrs. Van Name had done what I could not have done. I have often said to myself since; "If I had been taught to read as you have been taught I might have known something." And then I say, "can I teach any one else to be at eight years of age what the little white-faced Randolph is—who has been running of errands, bringing water, cooking provisions, (under his mother's direction) setting the table, washing dishes, sweeping the floor, making the beds, since his little legs could carry him. No I could not. I am not smart enough. But how I think! And why do I drop these tears? Whom do I feel sad for? Mrs. Van Name, Randolph, Myself, or all three of us? Or is it that I feel how the pressure of circumstances is on those two and how helpless they are."

But I return to myself, I cannot do such teaching! Why! Randolph is really a man in thought. I have felt for a long time that he was a companion for me—that his thoughts were more like mine than any other in the school; and then I have felt to, that in a few years he would go beyond me—he would feel I was behind him. That makes me angry with myself!

But I return to the subject over and over. Can I not find out the principles of that style of teaching and thus become a teacher such as I know there are? Suppose Mrs. Van Name was in my school-room, could she make as good thinkers as Randolph? Aye, that's the question. "No, she could not," I say exultingly. But is that the test? Have I ever made one pupil such as she has? My exultation is

gone. I have not, I admit it—and I add dispairingly, "I never can." "What," says a voice within me "never!" You are the architect of your own fortune. But why do not I read editorials about the Flood and the Tariff, and the Iron Interests, and all that?

I return to the subject again and again. Is it the work that Randolph has done that has been such an aid? Is it because he has not been to school that he is so accurate and broad in thought? I ponder over other boys that have been kept out of school. There was Jim Day, he sold newspapers to support his mother; he was a bad boy, but he was smart; if he had been good like Randolph he would have been like him, somewhat.

I probably never shall be able to answer all the inquiries suggested by that little pale-faced boy and his bed-ridden mother. I have something to ponder on—in fact I have something that is too much for me, and I hand it over to others to answer.

HUXLEY ON SCIENCE IN EDUCATION.

On the 16th of February last, Prof. Huxley distributed prizes to the students of the Liverpool Institute. The following portion of his speech gives his views on scientific education:—I have long held that instruction in physical science has a peculiar value, because it supplies an educational discipline in a better form than any other study, it supplies a peculiar kind of logic and a peculiar method of testing the validity of our processes of inquiry. It modifies the whole criticism of life made in mature years; not, be it noted, because boys have acquired a knowledge of facts by learning science, but because the latter has exercised an influence as much moral as intellectual, which is shown in an increased respect for precision of statement, and for that form of veracity which consists in the acknowledgment of difficulties. It produces a real effect to find that nature cannot be imposed upon. The student of science experiences no difficulty in saying "I do not know," for he has discovered that there are so many matters beyond the ken of even the oldest and wisest of us that there can be no shame even when the acknowledgment is made necessary. Prof. Huxley condemns the so-called "literary education" which prevails in the great majority of schools. He does not believe in the system which kept boys at Greek and Latin for years, learning the grammar, construing certain authors, and writing verses which, had they been English verses, would have been condemned as abominable doggerel. That kind of literary education was not literature at all, but science in a very bad and improper form; for grammar is science, not literature, and the analysis of a sentence by the help of the rules of grammar is as much a scientific operation as the analysis of a chemical compound. Grammar is taught in a most inadequate and in appropriate way, and not as a science at all. He doubted whether many of his audience could give him a notion of what a nominative case means, and of why it is necessary for a verb to have a connection with it. The whole thing involved a knowledge of logic, and considerations which it is not possible to put fairly and fully into the mind of a young person. If a man cannot get literary culture out of the Bible, Chaucer, Shakespeare, Milton, Hobbes, and Berkeley, not to mention others, then he cannot get it anywhere. He would, therefore, devote a large portion of the time of every child to a study of the models of English writing; and, if possible, he would add Latin and German,—the former because it is the key to all the Romance languages, and German because it enables us to understand the language of the people from which most of us derive our descent.

Drawing he considered an essential element of every child's education, because it gives the means of training attention and accuracy,—two things in which mankind are more deficient than in any other mental quality whatever. He repudiated the idea that some people cannot draw, for, as he points out, writing is a form of drawing, and there is no one who cannot be taught to draw in the way he means, though it is impossible to

make artists. He would have every child taught some art, music or painting, the elements of morals and of political and social life; and beyond all that, let each take his special line. It is thus not a question whether one order of study should predominate, but what topics shall be selected in order to combine all the needful elements of education in such proportion as to give the mind the greatest food and the greatest support and encouragement in those faculties which enable us to appreciate truth, and to enjoy those sources of innocent happiness which are open to us, while avoiding the pitfalls which beset those who break either the natural or moral law. Knowledge is divisible into two groups,—matters of science and matters of art; for all things *knowable* belong to the province of the former, and all things *feelable* to the province of art,—the aesthetic province. Thus the business of education is to provide the young, in the first place, with the means and habit of observation and of procuring information; and secondly, to supply the subject matter either in the shape of science, or in the shape of art, or of both combined. And that is scientific education in its widest and best sense; for the object is not so much to cram the memory with rules and facts, exceptions and hypotheses, as to train the faculties of the young so that they will receive that development which will enable them to be happy and useful in their generation, and to furnish them with all that is most important in the capitalized experience of the human race, which is true knowledge.

THE STUDY OF THE CHILD.—At the end of the fifteenth week the child would imitate the movement of protruding the lips, at nine months would cry on hearing other children do so, and at twelve months used to perform in its sleep imitative movements which had made a strong impression while awake—that is, blowing. This shows that dreaming occurs at least as early as the first year. After the first year imitative movements are more readily learned than before. Shaking the head as a sign of negation was found by Pfeiffer, as by other observers, to be instinctive, and he adopts Darwin's explanation of the fact, namely that the satisfied sucking in refusing the breast must needs move its head from side to side. In the seventeenth month the child exhibited a definite act of intelligent adjustment, for desiring to reach a toy down from a press, it drew a traveling-bag from another part of the room to stand upon. We mention this incident because it exhibits the same level of mental development as that of Cuvier's orang, which, on desiring to reach an object off a high shelf, drew a chair below the shelf to stand upon. Anger was expressed in the tenth month, shame and pride in the nineteenth. Between the tenth and eleventh months the first perception of causality was observed. Thus on the three hundred and nineteenth day the child was beating on a plate with a spoon, and accidentally found that the sound was damped by placing the other hand upon the plate; it then changed its hands and repeated the experiment. Similarly at eleven months it struck a spoon upon a newspaper, and changed hands to see if this would modify the sound. In some children, however, the perception of causality to this extent occurs earlier. The present writer has seen a boy when exactly eight months old deriving much pleasure from striking the keys of a piano, and clearly showing that he understood the action of striking the keys to be the antecedent required for the production of the sound.—*Nature*.

THE MIND OF MAN.—The mind of man may be compared to a musical instrument with a certain range of notes, beyond which, in both directions, we have an infinitude of silence. The phenomena of matter and force lie within our intellectual range, and as far as they reach we will, at all hazards, push our inquiries. But behind and above and around all, the real mystery of this universe lies unsolved, and, as far as we are concerned, is incapable of solution.—*TYNDALE*.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSONS IN GEOGRAPHY.

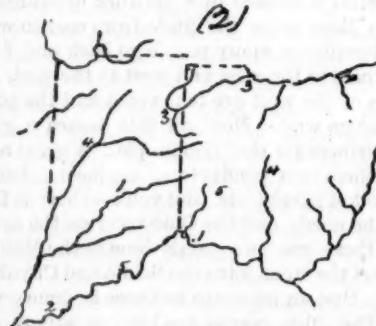
(CONTINUED.)

LESSON VI.—The teacher draws the map of Ohio, the pupils naming the boundary-lines, the rivers and the cities. He desires to lay the foundation for a clear comprehension of what the State really is, and so gives a "talk" about the the productions, etc. These "talks" will be of the highest value, as they will be reproduced in effect by the pupils. A vast country is represented by these lines. It looks small on the blackboard, does it not? Well, three millions of people live in that country. It has several very large cities, Cincinnati having over 250,000 inhabitants. What do all of these three millions do to get bread and butter? They must work at something. Now, the leading occupations: men are crop-raisers, miners, carriers, by water or land, makers of things, and merchants. Beside, there are the professions—lawyers, educators, physicians and clergymen. Well, in Ohio there are many farmers. They raise wheat, corn, potatoes, barley, oats, etc. They raise a great many grapes in southern Ohio, which are made into wine. They raise flax, too, which is made into linen cloth. Shirt bosoms, collars, cuffs, handkerchiefs and tablecloths are made of linen. They dig much coal in Ohio, but it is the soft coal. They also produce much petroleum. Turn to your maps and you will see that the State is crossed by a network of railroads. The main lines cross the State from east to west. This is because so many people go back and forth from the east to the west and west to the east, and the crops of the west are taken east and the goods of the east go west. Now, all this makes a great deal of business for the Ohio people. A great number of them are conductors, engineers, freight agents, ticket agents, etc. But you see there is Lake Erie on the north, and the Ohio river on the south; besides, there are two canals—one in the Maumee valley, and the other joins the Scioto and Cuyahoga rivers; so that an immense business is done on the water. The Ohio people are busy as sailors, captains, freight handlers, engineers, and all that. Garfield was once on the canal, you know. Then, many are busy manufacturing things for those who need them. This forms a very large part of the population—makers of shoes, clothes, hats, knives, forks, clocks, dishes, etc.; makers of houses, furniture, etc. Where a long apprenticeship is needed these are called trades. Very many of the three—millions in Ohio are manufacturers of one kind or another. See your books, slates, clothes, pencils, etc. We are surrounded with manufactured things. Some people must be very busy. Then, some are occupied with selling these manufactured things—they are merchants. There are many in Ohio of this class. Then, too, Ohio has a great many schools; the State is noted for its excellent schools. These employ a great many teachers; then, there are preachers, lawyers and physicians. I have told you that Ohio has three millions of people in it. Cincinnati is the largest city, the metropolis. It is called the "Queen city of the West." It is situated on the Ohio river. It does an immense business in packing pork and sending it to the South, for the South is too busy raising cotton to raise its own pork. It does a great deal of business on the river. Cleveland is the next in size. This city is on the shore of Lake Erie, and does a great business with ships and steamboats. It sends goods up to the cities on the lakes, and brings down iron and copper. This is called "trading." It refines petroleum. It has a monument to Commodore Perry and one to President Garfield. Toledo is well situated for business, the railroads, the lake, the canal, all bringing in business, and it is a very active city. Columbus, the capital, is near the centre of the State. It has a fine statehouse, where the legislature meets to make laws. Dayton is a manufacturing city in the Miami valley. Ohio was first settled at Marietta, on the Ohio river, in 1788, about one hundred years ago. The Indians made a great deal of trouble, because they

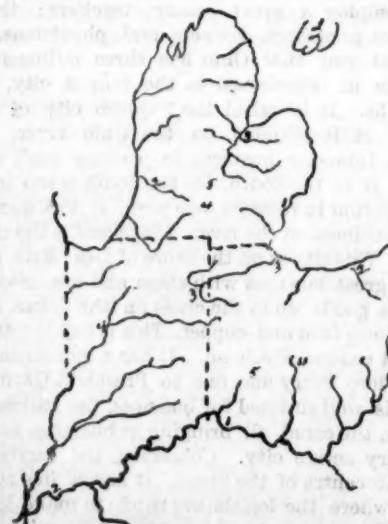
said the land belonged to them. General St. Clair was sent against them, and was defeated. General Wayne was then sent, and he was successful in driving them out. He built a fort and named it Fort Defiance—that is the reason the town of Defiance is so named. There are very many interesting things to read about the early history of Ohio. We must, when we see these lines, remember that it is full of living, active men and women, boys and girls. Ships are on the lake, boats on the rivers, long trains on the railroads, men in wagons on the roads on the farms. Some are reading books and newspapers, some making laws, some punishing the wicked—and all that. Every one of the three million is doing something. Think of the forests, the fields of wheat and corn, the houses, the cattle, the snug cottages, the great manufactories. But it is the proportion of good and strong men and women in that three million that makes Ohio great. Suppose one in ten is bad; suppose, with all these resources, they are unhappy!

It is by thinking in this way that we get our idea of what the State really is.

But we must proceed to other States. What State on the west? "Indiana." I will draw and you may describe. [The teacher draws as in Lesson V.] What river on the west? "Wabash." Yes; it forms about half the boundary. Indiana is about twice as long north and south as it is east and west. [When completed, the teacher "explains," as in Lesson VI.]



LESSON VII.—The maps of Ohio and Indiana are drawn by one pupil, the others naming parts, or the teacher questions upon his description of Ohio, or some pupil rises and recites all he can remember about Cincinnati, as a topic of exercise. The teacher then stands at the blackboard and says: "I will draw the map of Michigan. It is north of Indiana and Ohio. You may name the boundaries." [Draws boundary.] "East boundary of Michigan—Lake Erie, Lake St. Clair, Lake Huron." [Draws western boundary.] "Western boundary of Michigan—Lake Michigan." [Puts in the rivers, beginning at the south-east.] "Raisin river." [Puts in the cities.] "Detroit," "Grand Rapids," "East Saginaw," "Jackson," "Lansing." The map will now appear as below:



IDEAS go booming through the world louder than a cannon; thoughts are mightier than armies.—*PAXTON.*

For the SCHOOL JOURNAL.

HISTORY TEACHING.

[From a paper read before the Hamilton County Teachers' Association, at Cincinnati, O., March 10, 1883.]

By G. A. TURRILL, Cincinnati, Ohio.

In the class-room I have found the following plan to be very successful in creating in the pupil an interest in historical knowledge:

The first time the text is studied the recitations are oral, and the questioning is confined substantially to the text-book adopted. This first perusal gives the teacher ample opportunity to make appropriate suggestions, at times enlarging upon the statements of the text-book from his own readings; again, leaving unimportant or irrelevant facts for the review.

The history is studied by periods, and each period is reviewed before another is begun. In the review the pupil is given topics upon which to write, embracing all or a part of the lesson. If any written paper does not show adequate acquaintance with the historical facts, the attention of the pupil is called to the deficiency, and the next day he is required to place at the head of his paper the facts in which he failed.

Thus is each period reviewed four times a week. On Friday an essay or composition on some important trait, person, event or age, which the text-book is often forced to pass with mere mention, is required. These compositions, being historical, are not required or expected to be original. The benefit that here accrues is in the habit of investigation that is acquired. Standard histories, encyclopedias, works of popular writers and bound volumes of magazines are the main mines in which they delve for facts. Having been made acquainted with the "standards," and learned the worth of them, they are apt to maintain and improve this acquaintanceship when school life is over.

Monthly examinations further test the acquisitions of the pupil.

The use of this plan has brought most beneficial results. There has been great improvement in the pupils' compositions. History which to them had seemed unconnected and uninteresting, now assumes a position of logical connection and intense interest.

It may be objected to this method that the pupil will tend to become a mere memorizer. Such has not been the writer's experience. The pupil learns the facts, but the language in which he clothes them depends in a great measure upon the strength of the impression that he has received from the text-book.

It may also be objected that too much time is required to be employed in large schools. Perhaps it does require too much from the teacher, but not from the pupil. But insufficient time should not be an excuse. We should take time, to make the great events of this and other ages familiar to every pupil of the class.

Let us, especially those who teach out of corporations, awaken to the importance of this work, and embrace the magnificent opportunity that we have to direct the thought and develop the intellect of the coming race, and thus exert a benignant influence over the *history of time to come*.

For the SCHOOL JOURNAL.

THE PUPIL'S READING.

EXPLAINING AND ENFORCING TRUTH.

By J. N. DAVID, West Va.

Fiction has its care and its advantage, but it often happens that the pupil does not grasp the truth illustrated nor comprehend the objects of the story. When I first read *Pilgrim's Progress*, I believed it all, ghouls and hobgoblins, "ill favored ones" and "shining ones," and all, and it was a terrible shock when I was undeceived. A pupil read "Jimmy Marvin or Royal Road to Fortune" in the "Little Corporal," but the author of it would have pitied him had she seen the dazed look of incredulity on his face when he first learned it was fiction. Here was a need of instruction, evidently. Good results may arise from such stories if properly used. Let me give an actual incident. A class were to read the "Mysterious Stranger" in *Mc-*

Guffey's sixth reader. Its nature and character were carefully explained the day before; when they come to read the interest was intense, they followed the narrative, the stranger's journey from his star to ours, his readiness to join in its round of pleasure, his amazement on seeing a cemetery, his transport on learning of religion, his wonder at the indifference of the inhabitants, his determined purpose to live nobly in order to be ready for death at any moment.

The minds of the pupils seemed ready for a moral impression. The teacher quietly said: "How is it with us? Are we ready?" A hush fell on the whole school, not of terror, but of deep, deep thought. The manner of the question indicated that no answer was expected yet so deeply were some moved that almost unconsciously they murmured "I am not." The teacher then slowly and deliberately repeated the closing lines of "Tha-

so live, that when thy summons comes to join The innumerable caravan, which moves To that mysterious realm, where each shall take His chamber in the silent halls of death, Thou go not, like the quarry-slave at night Scourged to his dungeon, but sustained and soothed By an unfaltering trust, approach thy grave Like one who wraps the drapery of his couch About him and lies down to pleasant dreams.

The lesson then taught was never forgotten by the teacher and perhaps not by the pupils. In all teaching the mind must be in a proper state to receive the truth presented. You cannot teach arithmetic "on fallow ground" and the "fallow ground" of the heart must be broken up before lessons in morals can be given.

For the SCHOOL JOURNAL.

LESSONS IN ARITHMETIC.

By A. J.

EXERCISES WITH FLAGS.

Cut white or colored muslin into four inch squares and sew on to small sticks for flags, then paste large numbers on to them; the numbers may be printed or cut from old calendars.

Distribute the flags to the children, and have each child in turn tell what number is on his flag, and state all he can about the number; as, "I have number ten; two fives make ten, five twos make ten; five and five make ten; eight and two make ten; seven and three, etc."

The teacher may call upon two of the scholars to stand and have them add, subtract, multiply, or divide their numbers, or give an example, using the numbers in any way they think of. Several may stand and the teacher may call upon some one to add their numbers very rapidly.

Endeavor to bring as much variety as possible in the exercise; in this way the children learn the value of numbers and become familiar with all their combinations.

The flags may also be used as a review in Roman numbers, the children stating what Roman number corresponds to the number on the flag.

NOTEWORTHY EVENTS.

April 11.—Steamship City of Merida collided with a schooner in a dense fog off Cape Hatteras, causing great damage but no loss of life.—The Danish Government formally objected to Germany's treatment of her citizens in Schleswig.

April 12.—The physicians of New York city tendered a banquet to Oliver Wendell Holmes.—A railroad accident at Bound Brook, N. J., injured a large number of persons.

April 13.—The Canadian House of Commons provided suffrage for women, giving widows and spinsters a vote on a property qualification of \$400.—Brady was found guilty of participation in the Phoenix Park tragedy and sentenced to death.

April 14.—2,000 persons were arrested in Moscow, Russia, charged with plotting against the Czar.—Our Government organized an expedition for the relief of Lieutenant Greely now stationed on Lady Franklin Bay, Grinnell Land.—There was a formidable insurrection in Hayti.

April 15.—The war between Chili and Peru was renewed.—All the telegraph companies in New York began preparations for laying their wires underground.

April 16.—Arrangements were perfected for laying a cable between Spain and Cuba.—A strange plague of gnats destroyed many horses, mules and cattle in Desha and Chicot counties, Arkansas.

April 17.—France prepares to begin a war with Anam.—The workingmen of Berlin organized a general strike for increase of wage.

THE WANDERER'S JOYS.

FRANKE ARR.

1. Fru - grant air eve - ry-where, Blue the sky a - bove; Oh, how sweet on light feet
 2. Wood so wide, ver - dant pride, Thou my dear - eat home; Song and sound, all a - round,

Round a - bout to rove Zeph - yrs play with balm - y flow - ers, And how charm - ing - ly
 Call me forth to roam. And in joy and ad - mi - ra - tion, Thus a - long I rove,

Mer - ry birds in ver - dant bow - ers Tune their melo - o - dy. La, la..... la, la,
 Prai - ing loud the Lord's Cre - a - tion, And his bound - less love. la, la,

la, la..... la, la, la, la, la, a, la, la.

For the SCHOOL JOURNAL.

MEMORIZING GEMS OF LITERATURE.

By C. H. GURNEY,

Supt. of Schools, Shenandoah, Ia.

The practice of committing to memory choice thoughts from our best authors ought, I think, to be made a prominent feature of public school work. These gems of literature fixed in the memory early in life remain with one and are a source of constant help and satisfaction. Dr. Bateman, of Knox College, Ill., says: "Had it not been for the wise course of my parents, I should now be without the comfort of innumerable gems of prose and poetry, sacred and secular, which I committed to memory in childhood."

The practice of committing to memory these golden thoughts has many advantages: (1) It trains and strengthens the memory. (2) It helps in the use of good language. (3) It assists in creating a love for good and pure literature. (4) It affords an effective way of teaching morals and correct habits. How shall the good lesson be taught? The teacher sees that among his pupils are those who are untruthful.

For the next motto to be learned, he chooses this from Sadi: "To tell a falsehood is like the cut of a saber; for though the wound may heal, the scar of it will remain." He repeats the words; he calls for volunteers to explain the meaning; he gets prompt and telling explanations from truth-loving and truth-practising pupils; the motto is learned; it is often repeated by the school. A good lesson has been taught. It comes to light that pupils are reading bad literature. During morning exercises these words are learned from Paxton Hood: "Be as careful of the books you read, as of the company you keep; for your habits and character are as much influenced by the former as the latter." Study carefully upon the meaning of "the company you keep." The lesson is a good one for those not yet fascinated with corrupt reading; for others, far more vigorous and powerful means must be used. Pupils are sometimes wasteful of time, of property, or of memory. Try to comprehend fully the thought of Spurgeon: "Economy is half the battle of life; it is not so hard to earn money as to spend it well." A habit is formed of being behind time. What does Hunt mean? "If there is one virtue more than another that should be cultivated by him who would succeed in life; it is punctuality; if there is one error that should be avoided, it is being behind time." The value of time is taught by Socrates: "He is not only idle who does nothing, but he is idle who might be better

employed." The power of habit is learned from Horace Mann: "Habit is a cable; we weave a thread of it each day and it becomes so strong we cannot break it," and thus can the work be continued. (5) It treasures up for one, in time, a vast store of useful, comforting and inspiring "Unstrung Pearls" of thought.

THINGS TO TELL THE SCHOLARS.

A MOST remarkable celestial phenomenon was witnessed in the vicinity of Petersburg, Va. An immense ball of fire, supposed to have been a meteor, darted across the heavens from the northwest, so brilliantly illuminating the entire city that a newspaper might have been read with ease. An explosion was heard shortly after the meteor was seen.

A milk white raven has been placed in the Berlin aquarium. Except its strange hues, including pale pink eyes and red legs, it is like other ravens, and was taken from a brood of coal-black brothers and sisters. Its appearance at the aquarium caused a panic of terror among the other birds, which seemed to recognize the unusual character of their new companion.

TAX REDUCTIONS.—The Congress which has just adjourned made several important changes in the revenue law, by which taxes are reduced and some inconveniences of doing business are removed. On and after July 1, 1883, the stamp tax ceases on bank checks, drafts, orders, vouchers, and the tax on matches, medicines, perfumes, etc. The taxes on tobacco and dealings therein are also greatly reduced.

A MOST remarkable electrical phenomenon, manifested itself on the line of the Union Pacific Railway, between North Platte and Sidney, Neb. The rails were surcharged with a current of electricity, moving from west to east to so high a degree that hand cars standing on the track were impelled at a fair rate of speed by it. The influence of the current was felt by many persons along the track and no little excitement prevailed during its continuance.

IF YOU ARE ONLY PROMPT.—One of Napoleon's veterans who survived his master many years, was wont to recount with great glee how he had once picked up the Emperor's cocked hat at a review, when the latter, not noticing that he was a private, said carelessly, "Thank you, Captain." "In what regiment, Sire?" instantly asked the ready-witted soldier. Napoleon perceiving his mistake, answered with a smile, "In my guard, for I see you know

how to be prompt." The newly made officer received his commission next morning.

QUEER USES OF PAPER.—According to one of our foreign exchanges, a paper *watch* has been recently exhibited by a Dresden manufacturer, who claims that it will prove as serviceable in all respects as the watches in ordinary use. Paper car-wheels are not among the most recent additions to the catalogue, but their rapidly increasing use is worthy of mention. It is said that over thirty thousand such wheels were in service in this country on the first of January last, with a report of only three failures during the year, neither of which caused any serious injury or harmed a single passenger. They are in use on more than a hundred and fifty different roads, and their record, thus far, it is claimed, is unsurpassed by any other make of wheel.

THE RESISTANCE OF THE AIR.—Professor Colladon, of Geneva, recently described a curious experiment showing the resistance of the air. He charged an air gun with compressed air, and, introducing a round lead ball, nearly filling the bore; then, placing the gun in a vertical position, he seized and pressed his thumb vigorously while an assistant fired it. The thumb remaining in position, the pressure of the air hindered the ball from coming out and it was heard to fall back in the bore. The experiment, he says, is without danger if the operator is quite sure of the strength of his thumb, if the gun is more than a 32 inches long, and if the ball is spherical and nearly fills the gun, in which it must act like a piston.

CIVIL SERVICE ABROAD.—As an illustration of the Civil appointment methods in vogue in England we clip the following item from the last number of *Youth*:—"An open competitive examination will be held in London by the Civil Service Commissioners on the 1st of May and the following days for four student interpreters in Turkey, Persia, and the Levant; limits of age 18 to 24. Student interpreters receive a salary of £200 a year for the first two years, during which they are lodged in the neighbourhood of Constantinople, and provided with instruction in languages at the public expense. After two years they are, if qualified, attached as assistants to the missions or consulates, with a salary of £300, and are thenceforward eligible for posts in the consular and interpretorial services. Particulars as to the examination, and forms of application to compete, can be obtained from the Civil Service Commission, Cannon-row, London, S. W."

THE NEW POSTAL NOTE.—The new three cent postal note, provided for by the recent Congress, and approved by the President, is about as large as a greenback. On the left are three columns of figures. One, representing dollars, is numbered up to 4; the second, representing dimes, is numbered up to 9; the third, representing cents, is also numbered up to 9, and each series ends with a cipher. The note is for sums less than \$5. The postmaster at the office issuing the note will punch the month and the year, the number of dollars, number of dimes, and number of cents in their respective columns, thus preventing any alterations of the amount or date. By this system the postal notes can be issued for any sum from 1 cent up to \$4.99. The note will be bought like postage stamp, and will be payable to the bearer at any time within three months from the last day of the month of issue. The body of the note is a form stating the office at which it is issued and the office to which it is sent. When paid, the person obtaining payment puts his signature upon the note. The provisions of the Act must go into operation before Sept. 3, 1883. It is believed that the new blanks may be printed and the new note be ready for distribution by July 1.

No wise teacher will be a mere imitator. History never repeats itself. No two cases are ever alike; but cases may be similar, and a report of one may suggest the proper treatment of another. The sensible teacher will adapt the treatment to the school and to the individual pupils. He will never copy, nor ever become a mere imitator.—BALDWIN.

WHAT BOYS ARE WANTED.

FOR RECITATION.

Boys of spirit, boys of will,
Boys of muscle, brain and power,
Fit to cope with any thing;
These are wanted every hour.
Not the weak and whining drones,
That all troubles magnify—
Not the watchword of "I Can't,"
But the noble one, "I'll try."
Do what'er you have to do
With a true and earnest zeal;
Bend your sinews to the task;
Put your shoulders to the wheel.
Though your duty may be hard,
Look not on it as an ill;
If it be an honest task,
Do it with an honest will.
At the anvil, on the farm,
Wherever you may be,
From your future efforts, boys,
Comes a nation's destiny.

ADVICE TO A YOUNG MAN.—NO. I.

FOR DECLAMATION.

Don't be mean, my boy; don't do mean things and say mean things. Cultivate a feeling of kindness, a spirit of charity broad and pure for men and things. Believe the best of everybody, have faith in humanity, and as you think better of other people, you will be better yourself. You can, with some accuracy, measure a man's character by the esteem in which he holds other men. When I hear a man repeatedly declare that all other men are knaves, I want a strong endorsement on that man's paper before I lend him money. When a man assures me that all the temperance men in his town take their drinks on the sly, I wouldn't leave that man and my private demijohn—if I had one together in a room five minutes. When a man tells me that he doesn't know one preacher who isn't a hypocrite, I have all the evidence I want that that man is a liar. Nine times in ten, and frequently oftener, you will find that men endeavor to disfigure all other men with their own weakness, failings, and vices. So do you, my boy, think well and charitably of all people, for the world is full of good people.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

FALSEHOOD may have its hour, but it has no future.

CHOOSE your author as you choose your friend.—ROSCOMMON.

A PAGE is digested better than a book hurriedly read.—MACAULAY.

IT is what the child does under wise direction that educates him.—JOHN SWETT.

THERE is one art of which every man should be master—the art of reflection.—COLERIDGE.

KEEP appointments. Be on hand at the hour named. Punctuality is one of the levers to success.

FROM the little acorn comes "the monarch of the forest, pushing upward ever. Its lesson is perseverance."

WHEN I open a noble volume I say to myself: "Now the only Croesus that I envy is he who is reading a better book than this."—HAMERTON.

BE courageous and noble minded; our own heart, and not other men's opinion of us, forms our true honor.—SCHILLER.

THE trust view of life has always seemed to me to be that which shows that we are here not to enjoy, but to learn.—ROBERTSON.

WHAT I have tried to do in my life, I have tried with all my heart to do well. What I have devoted myself to I have devoted myself to completely. Never to put one hand to anything on which I could throw my whole self, and never to affect depreciation of my work, what ever it was, I find now to be golden rules.—DICKENS.

EDUCATIONAL NOTES

NEW YORK CITY.

THE thirteenth report of the managers of the Teachers' Mutual Life Assurance Association, city of New York, is very satisfactory. There have been thirty-four deaths in the membership of the Association since June 17, 1881. To meet these, eighteen assessments of fifty cents each were made realizing \$17,630. From this sum the representatives of the deceased were paid \$500 each. Since the organization of the Association in 1868 the amount of money received has been \$110,930.68; amount paid to assigns, \$106,550.00; expenses \$2,277.49: the number of members now is 1,954.

PETER COOPER was elected a trustee of the Public School Society, New York city, in 1887, and served from that date until Aug. 1, 1853, when the society was merged in the Board of Education, by a law of consolidation passed June 4, 1853. Mr. Cooper became a Commissioner under the act, being one of fifteen designated for that purpose by the society, their terms of office expiring Jan. 1, 1855. When his term of office expired his active connection with the common schools ceased.

ELSEWHERE.

WISCONSIN.—A progressive county superintendent says: "Your journals are more popular than any others, and they are like Canada thistles in one thing—when they once get a foothold they spread rapidly, and are hard to root out."

SUFFOLK CO., N. Y.—Ex-School Com. Cordello D. Elmer died March 20. He was twice school commissioner of the Eastern district of Suffolk county, and his administration of the office was characterized by signal ability and faithfulness. In 1881 he was again the nominee of the Republican party, but was defeated by Geo. F. Cleaves, the present incumbent, by a small majority. Mr. Elmer leaves a widow and several children, for whom sincere sympathy is felt.—The Institute will be held April 30 at Riverhead.

ALBANY.—On Tuesday April 10, Prof. Lloyd of Albany, N. Y., died from pneumonia. He was for thirteen years musical director in the public schools, and was well known to every child in the city; he left an impress on the rising generation that will last a long time. He has written many sweet ballads and songs, that are very popular to-day; but as a composer of hymns for church music, he attained a very high range. In almost every Protestant Church his music is now sung. As a man, a citizen, a husband, and a father, Prof. Lloyd was perhaps a model. He had a very high appreciation of the beautiful in art. His excellent qualifications of mind and heart, drew around him a large circle of the noblest and best people of his city, and won lasting friendship for him. His death is a public calamity; in the fifty years he dwelt among us, a great number learned to appreciate his value.

TEXAS.—Radical measures are proposed for the improvement of the Texas public schools. The tax imposed for school purposes has never been adequate to the demands and districts should be allowed to tax themselves to a greater extent. Indiana levies a school tax of \$1,495,000, and the local taxes amount to \$8,273,000; Massachusetts raises by a general tax \$41,000, by local taxation 4,900,000; New York by general taxation \$2,236,000, by local \$7,000,000; Michigan by general, \$514,000, by local \$1,177,000; Ohio by general \$1,581,000, by local \$5,598,000; Connecticut by general \$297,000, by local \$1,150,000, and Illinois by general taxation \$1,000,000 and by local \$4,340,000. Iowa does not as a State furnish a cent for educational purposes, but its district taxes amount to \$4,040,000. Texas imposes a general tax which yields \$1,117,000, but within its borders not a penny is collected by district taxation. The difference between the results arrived at is apparent, and there ought to be no doubt of the course which Texas should pursue. She holds this year forty-one normal institutes.

NEW JERSEY.—Supt. S. R. Morse, of Atlantic county, sends a circular relative to the "Fifth annual examination of the pupils," held April 4-10. The schools are graded in four classes. Questions are sent to the teachers in sealed envelopes and opened in the presence of the school. The teacher should not leave the room while any of the pupils are at work. No pupil is to leave the room till he has finished the questions written on the board. The questions are to be copied on the blackboard, only a few at a time. No explanation of any kind is to be given by the teacher, or any other person. No two pupils of the same grade are to sit near each other during the examinations. All books, papers or other means of help, etc., are to be removed from the desks and all maps and charts removed from

the room, or rolled. All papers (except 4th and 8th grades) are to be brought or sent to the county superintendent just as the pupil left them. No corrections can be made after the paper has been handed to the teacher. Each pupil must certify: "I have not had any help or aid from any source in answering these questions, neither have I given any to anyone." Certificates are given to the successful pupils.

THE NATIONAL BUREAU OF EDUCATION.—The Bureau was established by act of Congress in 1867, and the business is to collect, compile and circulate statistics and other information respecting the common schools and education generally. Its first Commissioner or chief officer was Henry Barnard, of Connecticut, appointed by President Johnson, and its present Commissioner is John Eaton, of Tennessee, appointed by President Grant. The Bureau is growing in favor among the hard-working teachers of the country, as is evidenced by their increasing correspondence with it. In 1881 were received, chiefly from them, about 5,000 letters, and in 1882 about 7,000, and during January and February of 1883 about 2,400, or at the rate of over 14,000 for the year—a remarkable increase. There were distributed, chiefly on requests from teachers, during the year 1881, about 130,000 copies of bureau publications, and during the year 1882 about 210,000. The means at the disposal of the bureau, to employ assistance when needed in the preparation of special reports, is and always has been unreasonably limited. The Commissioner of Education is paid \$1,000 less than any other, and \$8,000 less than one other.

KENTUCKY.—The extraordinary efforts the friends of education are making in Kentucky to come to the successful rescue of the public school system, indicate a decided awakening of sentiment. The subject of common school education is receiving new and hitherto unknown attention in that State. A convention was held at Frankfort on March 23 for the purpose of considering the educational situation of the State, and to organize a movement that will secure a common school system worthy of the State. As arguments in favor of this action the Louisville *Commercial* states that there are a quarter of a million of people in Kentucky who cannot read, the average pay of teachers is only \$22 per month, the value of school houses is only \$78, and there are 100,000 white school children outside the schools. The *Commercial*, with the beginning of the year, entered upon a vigorous fight for the improvement of the schools and has kept the great needs of educational interests in Kentucky before its readers constantly. Besides employing its editorial pen, it has offered many hundred dollars in prizes to the pupils of the ward schools of Louisville, and makes it its most earnest mission to baffle the teachers, report fully what principals, superintendents and trustees are doing and to make the people, who elect legislatures, aware of the importance of the school improvements. The work is herculean, but it seems to have actually begun. One live, earnest, persistent, daily voice from the press can accomplish in this, mountains of good.

FOREIGN.

FRANCE.—The first gymnasium, or college, for girls in France was established not long since at Montpelier. The pupils are all to dress alike.

GERMANY.—For several years efforts have been made to do away with superfluous letters in German words, but these efforts have not been at all concerted.—The different German States have not united in the matter, but have endeavored to carry out their own particular ideas in the schools. To add still more to the elements of discord all officials of the imperial government are forbidden the use of the reformed spelling in public documents.

COREA.—Each year candidates for the position of teacher journey from the eight provinces to the capital to be present at the examinations annually held there. The governing power chooses the board of examiners. The new teacher arrays himself in festal garments, daubs his face with ink, strews meal over that, then rides through the town accompanied by a band of music. He is expected to visit the different officials, examiners, etc., and during his ride is subjected to the most absurd insults on the part of the populace.

SPAIN.—In Madrid a special course for teachers of elementary grades and for kindergarten teachers has been established in the normal school. The studies are as follows: Elements of physiology and psychology as applied to the training of little children; principles of Froebel's teachings and instruction in the manner of arranging and establishing schools in other countries; elements of physical science, with particular attention

paid to everything bearing on handwork, horticulture, instructive amusements, so as to teach children dexterity, principles of morality, the Spanish and French languages, singing; also practical instruction in methods of teaching to classes and in the model schools. A decree of March, 1882, states the need of a State certificate for all those desiring to become teachers of the kindergarten and lower elementary grades. The Minister (or director-general) of Public Instruction makes the appointment.

AUSTRIA.—That section inhabited by the Slavs is constantly at variance with the German population in school matters. Lately a German school association was started in Bohemia; its object is to give renewed interest to the study of German, both language and literature. The village officials, naturally opposed to such schools, threatened the parents with a fine of 15 gulden (40.6 cents to a gulden); landlords made a pretense of raising the rent if their tenants allowed their children to attend the German schools; even booksellers declined to sell books and copy-books to such children. One opponent went so far as to have a hand-organ stationed under the windows of the school building, with orders to play for several hours so as to disturb the session. Higher authorities have done away with the fines, but throughout Austria the German population has to struggle for its rights.

ENGLAND.—Cardinal Manning has protested against the Board (public) schools, and demands a share of the money raised by taxation to use it on Catholic schools. He is a vigorous advocate for denominationalism. Rev. R. W. Dale, in the *Nineteenth Century*, replies at length and with great force. He shows that the school act of 1870 was not passed to provide additional public funds for schools founded and partly supported by voluntary zeal, but in order to provide efficient schools where voluntary zeal, supplemented by the Privy Council grants, had failed to provide them. He says: "I value education and it is my firm belief that the gradual extinction of the denominational system and the establishment of Board schools in every part of the country would elevate the intellectual life and enlarge the intellectual resources of the English people. I value Christianity infinitely more than intellectual cultivation, and it is also my firm conviction that it would be greatly to the advantage of the Christian faith if the common schools supported wholly or in part by the State were made purely secular." It is evident that the battle we have fought here for public schools open to all sects, is now to be fought in England. We cannot at the public expense advance Christianity, clear and indispensable as it is. But we can, at the public expense, advance intellectual cultivation; and this, in turn, will be for the advantage of Christianity.

It is important that one who attempts to be a teacher should wisely measure his teaching power. No man can teach more than he can reach. One man can reach and teach more than another; but every man has his limits—beyond which his teaching is an impossibility. If a teacher has more scholars under him than he can reach and minister to individually, he has more scholars than he can teach; and that is an important fact for both himself and his scholars to understand. At a recent trial before a court of justice, involving the question of discipline in an important academy, an instructor who testified that a certain pupil was constantly behind-hand in his studies, was asked if he had ever spoken to the pupil personally, and sought to encourage and help him toward better doing. His reply was that he had not done this, because he had nearly a hundred boys to teach, and he could not help each one personally. He was wise enough to say that *taught* nearly a hundred boys; but only that he *had them to teach*. He had a work assigned to him that he could not do; and of course he did not do it. No man in any secular school, or in any Sunday-school, can teach more persons than he can reach and help individually. He can have a hundred or a thousand to teach; but having scholars to teach, and teaching scholars, are two very different things; although the difference is one not always recognized as it should be, on week days, or on Sunday.

—*S. S. Times.*

FOUR things belong to a judge: to hear cautiously, to answer wisely, to consider soberly and to decide impartially.—*SOCRATES.*

LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I have at last come to the conclusion that matters are ripe for advanced action—if we only felt assured what it should be. I am determined to work out to a practical conclusion, for I believe we need a more philosophical system of education. The trouble now is, that though the public mind is awake, the present educators are not able to grasp the problem. They are full of the past, they cannot conceive of a school except such an one as they were in when they were children. They consider education and the present school training as synonymous. My first effort must be to know what is practicable. I do hope you will continue to discuss the subject.

R. S. P.

(This letter is from one who has held most important positions as a teacher and since as a school officer. He is no novice, but a man of the ripest judgment in the business of the world. Having been appointed — and having felt the impending movement, he looks around among the teachers and the people. And what does he see? The people cry "yes, give us better schools;" the teachers say "to admit there could be better schools would be to admit our work to be a failure." But we have arrived at a point where educational *spread eagleism* won't answer; this man feels it. He must make a *departure*; will it do to cut loose from the old curriculum we have so long called education? A good many men are standing here.—ED.)

S. G., of Memphis, O., writes: "I think that F. T. is worth its weight in gold. The COMPANION takes well. I enclose \$6.50 of subscriptions. My object is to place a copy in the hands of every little reader in school. Think the papers you publish are the best that I have seen in my fourteen years experience."

(We are doing our very best to help the teachers; the COMPANION is a wonderful educator in itself.—ED.)

My paper has come regularly from month to month and I have enjoyed it, and been benefited. That article "His Way" in the last number is a grand thing. I have read the article four times, and now put it in my educational scrap book. There are many teachers who appreciate the value of the work you are doing, but do not take the time to so express themselves: but such expressions help on the work.

C. H. G.

I cannot express in words my full appreciation of your excellent paper. I feel as if I could not teach a good school without the suggestions it contains. I have read several school journals, but none has pleased me like the TEACHERS' INSTITUTE, none seemed so practical.

Fiske, Pa.

C. G. DEAN.

It gives me pleasure to say that the SCHOOL JOURNAL is one of the most intelligent instructors the teachers can have.

W. H. GRIFFIN.

I tried teaching my pupils actual business in the applications of per centage,—it was in a country school and was laughed at, but I succeeded, and it proved a grand success.

GEO. E. ZINN.

STREET FLIRTATION.—In 1876 Miss Annie L. Manning, of Detroit was returning from a music lesson when a young man approached her and spoke, saying his name was William Savage and that he resided in St. Louis, where his family occupied a prominent position. He had discovered that her family was wealthy, and when the young girl met him again he proposed marriage. Miss Manning consented and they were married. Three days after Mr. Savage was jailed on a charge of burglary, and the girl discovered that her husband was one of the most notorious burglars in the West. He was convicted and sentenced to the penitentiary for three years.

All commun things, each day's events,

That with the hour begin and end,

Our pleasure, and our discontents

Are rounds by which we may ascend.

—LONGFELLOW.

EDUCATIONAL MISCELLANY.

TEACHERS' PENSIONS.

A bill is before the Legislature to provide pensions for the teachers of this city. It provides for the creation of a fund from the deductions made in the salaries of teachers absent from their places, less the amounts paid substitutes for such teachers, the fund to be known as the teachers' pension fund. In addition to this the Board of Education is authorized to deduct pro rata twice a year, from the salary of each teacher for one month a sum, which, with the income from the sum mentioned above, will be sufficient to pay a pension to teachers who have been retired. The board is permitted to retire persons who have taught 25 years in the Normal College or public schools of this City upon that person's request, or whose retirement shall be recommended by the Trustees of the ward in which the teacher is employed—retirement to be made only for physical or mental disability.

On Monday April 16, a meeting was held at G. S. No. 47, at which Mr. D. B. Frislen presided. Prof. Day of the Normal College opposed the bill. Mr. Edward Knickerbocker said that the bill had been pushed in an underhanded manner. He did not believe in shaving the salaries of young teachers to pay pensions to old ones who had received good wages for years. Finally a protest was drawn up and signed by those present who were opposed to the bill, and it is to be presented to the Governor, with a request that he withhold his signature. A committee composed of Prof. Day, Mrs. Deopp and Miss Ida L. Favor was appointed to obtain signatures. The protest was left with Mrs. Deopp, at School No. 47, where teachers opposed to the bill may sign it.

RUTGERS FEMALE COLLEGE.

This college was formerly known as Rutgers Female Institute, and was located in the lower part of the city. It was inaugurated through the efforts of the Rev. Isaac Ferris, D.D., who became its first president and under whose judicious management it soon acquired a wide-extended fame for the thoroughness of its teaching and was patronized by the best and the wealthiest families of the city. It numbered at one time more than five hundred pupils, and during the forty-five years of its existence it has educated and sent forth to bless the race more than twelve thousand !

No female institution in this country has a grander record. In 1867 it was by the Legislature chartered a regular college, entitled to confer degrees, give diplomas, etc. Though it has met with some disasters, yet nobly has it fulfilled its mission, and is to-day, so far as its library, apparatus, rooms, building, mode of instruction and corps of teachers are concerned, ranks as one of our best institutions.

ITS CURRICULUM OF STUDY.—This is essentially the same as that of Yale, Harvard or Union, modified somewhat, better to suit the taste and sphere of woman, not quite so much of the higher mathematics, but more of science, history and the fine arts, less of the ancient but more of the modern languages; less of engineering and navigation, but more of that which shall help to conduct our daughters safely on the voyage of life. An examination of the course of study will show its high educational standard. The assistants and professors in every department are both experienced and competent. Its present president, Rev. Dr. Burchard, is well known as a fine scholar, a man of sound discretion and in every way adapted to his position. He taught much in early life, and was for years the honored Chancellor of Ingham University.

ITS LOCATION AND BUILDINGS.—For the past twelve years or more the College has been located on Fifth Avenue, but last June the spacious buildings were sold, and a removal to 56 and 58 West 55th street has proved decidedly advantageous to the prosperity of the institution. The buildings are spacious and well adapted to the purpose; one is used as a school or college, and the other for the accommodation of boarding pupils. The two houses are beautifully furnished throughout, and every appliance afforded both for mental improvement and personal or bodily comfort. In the college building are ample accommodations for all school purposes, that is, a studio for art, a music-room, recitation rooms, rooms for study, a sunny and cheerful room devoted to

kindergarten instruction and a reception room for the president and his classes.

THE EXPENSES.—These are much less than in other first-class schools in this or any other city. The cost for tuition and board in our best and most fashionable female seminaries is from \$1,000 to \$1,500 a year. In Rutgers only \$600, including board, all teaching—French, German, Latin, Greek, science, history and the higher mathematics—music and art are the only extras. Day pupils for the entire school year, according to age and advancement, from \$60 to \$200.

To all parents who desire to have their daughters thoroughly educated and under the best possible moral and religious influences, and at a reasonable expense, this College, with all the advantages incidental to its location in the great metropolis of the nation, must commend itself. It has heretofore been the female college for the city, and why should it not, with its ample boarding accommodations, be also the college for the country?

NATURAL GAS.—Many years ago natural gas was discovered in Fredonia, Chautauqua County, New York, and it has been in constant use, both for fuel and light, at East Liverpool, Ohio, for twenty years. Bradford and nearly all of the oil-region towns are lighted and heated by the natural gas. The gas is collected in immense iron reservoirs at the wells, whence it is forced through iron pipes. It is used just as it issues from the depths of the wells. The gas of some districts is better and cleaner than that of others, that of Bradford being especially excellent in quality. In carrying it through the towns and into buildings, the same system is employed as in conducting artificial gas, and for illuminating purposes it is burned in the ordinary gas fixtures. In many parts of the oil regions the pipes are laid on the surface of the ground, but in the larger towns and cities they are buried. For heating purposes a pipe is conducted from the main into the stove or range. The end of the pipe in the stove is perforated to give a spreading flame. A stop-cock on the outside of the stove regulates the supply. The fire is kindled simply by turning on the gas and throwing a lighted match in the stove. In grates the effect of a coal fire is obtained by placing pieces of earthenware inside. These become red hot, and glow with the true anthracite cheerfulness. An ordinary family, parlor or cook-stove pays \$4 a month for fuel, while a range and large heater cost \$6 a month. The gas is not measured. It is a matter of much surprise to the stranger visiting the Bradford region to see the gas in buildings and on the streets burning all day as well as during the night. No one takes the trouble to turn off the gas. It is believed that the gas would be consumed and wasted in other ways, even if it were turned off, and so it burns from one year's end to the other. Gas is found in large quantities in the Sheffield District of the Warren oilfield. One of the heaviest wells ever struck is at Sheffield. It has been burning with a flame fifty feet high for years, and its roar may be heard for miles.

NEW YORK CITY.

MR. RAFAEL JOSEFFY'S benefit concert occurs at Steinway Hall, Monday evening, April 23, 1883.

NATIONAL ACADEMY OF DESIGN.—The exhibition which is open now at the Academy (and continues into May) is of varied excellence. Some of the paintings rise to such a high grade of merit that others by comparison are very low. Among the most notable examples of what the best artists have done we mention Arthur Quartley's large canvas picturing "The Queen's Birthday, poet of New York," which he values at \$5,000; J. G. Brown's "My Great Grandmother and I"; A. T. Bricher's "In my Neighbor's Garden"; E. H. Blashfield's "Allegretto—andante"; F. D. Millet's "Story of Cénone"; J. W. Champney's "Autumn Reverie"; Daniel Huntington's different portraits; H. M. Smith's "Early Moonrise on the English Coast."

Portraits are a characteristic of the exhibitions of the N. A. D. and are of all degrees of strength. Every visitor to the Academy will find much to admire in the annual display of oil paintings.

HORSFORD'S ACID PHOSPHATE

DRANK WITH SODA WATER

delicious. All druggists have it. It is refreshing and cooling. Try it often!

FOR THE SCHOLARS.

THE CIRCUS.

The news that the circus was coming flew around the village of Bartley's Mills. One of the boys had seen a man nailing the pictures on the side of a barn. Nothing else was talked of at the tavern, the drug-store and the school. Before the great posters, on which the clown and the woman riding at full speed on a horse were pictured, the school children gathered on their way to and from school. It seemed as though it must be a fairy land within the tent.

One morning a group of six stood pointing out the wonders, and the clown was especially admired.



"I just wish I had money enough to go in," said one. And this was the wish of all. But money was a scarce article; their fathers and mothers were poor, they could scarce beg food and clothes for their children. Just then came along the lame shoemaker. He too stopped and looked at the pictures.

"I tell you, boys, that don't excite me a bit. You didn't know I was in a circus once, did you? But I was, and a sorrowful day it was too. Got that broken leg there? I'll tell you about it. I was just Henry's size, and I could ride a horse capitally. I got the fever to join the circus, and so I ran away from home and joined it. They made a clown of me. I was with a hard set of fellows. They were all drinkers and swearers. I had to work harder than I ever did at home. One day I fell off the horse and broke my leg. They left me at the poor-house, and went right on. There I lay for two months all alone; and my leg was badly set, and I have been lame ever since. I got enough of the circus, I tell you."

The boys and girls walked on to the school; they had never heard before what made the shoemaker lame. They felt sorry for him. Henry Watson said:

"My father says the circus comes along and carries off the money the people should spend on their clothes and food. He says they get the money and spend it in drinking and gambling."

"My father says the pictures are better than the rest of it," said another.

The shoemaker's story spread, and a good many boy's began to conclude they would not go. The teacher determined to have an ice-cream party on the afternoon that the circus was to perform; and so the clown performed his pranks and the woman rode standing on a horse to a small audience in Bartley's Mills.—*Scholar's Companion*.

OUR COUNTRY CANNOT LIVE WITHOUT LIBERTY; LIBERTY CANNOT LIVE WITHOUT VIRTUE; OUR COUNTRY'S VIRTUE DEPENDS ON EACH ONE OF US.

THE POWER OF WORDS IS IMMENSE. A WELL CHOSEN WORD HAS OFTEN SUFFICED TO STOP A FLYING ARMY, TO CHANGE DEFEAT INTO VICTORY, AND TO SAVE AN EMPIRE.

BETTER THAN IN TEN YEARS.

A gentleman in East Saginaw, Mich., reports, after using Compound Oxygen: "My nervousness, headache and inability to sleep have been almost entirely overcome. *I feel better in every way than I had before in ten years.*"

Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALMER, 1109 and 1111 Girard St., Philadelphia, Pa.

MAMIE BARLOW'S CHOICE.

BY AMY B. KING.

"Just three weeks from to-day is my birthday, mama—did you know that?" said Mamie Barlow, as she examined the calendar. "Am I to have a party?"

"If you choose; you must have a new dress for it, I suppose," replied her mother. "And the rest of the day was spent discussing the dress and party."

That evening Mr. Barlow read at the dinner table an account of the Western floods.

"We have not sent anything yet, have we?" asked Mr. Barlow. "Down at the store, they are making up a subscription."

"Can I send something, papa," asked Mamie, eagerly, and on receiving his assent ran to get her bank. But she only found fifty cents in it.

"I wish I had more," she said.

"You don't expect to have a party this year, do you, Mamie?" inquired her father.

"Oh, of course I am."

"Well, I should not think you need a new dress," continued her father.

"Why, of course. I can't wear the one I wore last year."

Mr. Barlow said nothing more, but it set Mamie thinking. That fifty cents seemed so small. Could she possibly wear the old dress? All the girls would think it was strange. But the end of it was, before she went to bed, Mamie had asked her mother if she could have the money instead of the dress, and the next day it was sent with the rest.

And Mamie's friends were surprised, as the days went by, at receiving no invitations to her party, and on asking the reason, were told that she was to have no party that year, because she chose to have the money instead. They were disappointed, but Mamie was much happier, and who does not guess that the money for the party followed that of the dress?

QUEER BREAD.—Bread is made from a white earth in Lusatia, a part of Germany, and the poor of that region use this bread in times of scarcity. The earth is dug from a hill where saltpetre was once manufactured. When laid in the sun until heated, it cracks, and globules like meal exude from it. These are mixed with a little flour and soon ferment, and are then baked. It is supposed that the saltpetre or soda in this earth, gives it lightness. Something similar is to be found in Catalonia, and is also used for bread. It is said that in cases of great want, many have lived on this bread for weeks without experiencing any injury. Soft stones were ground and made into bread in the late famine in India, to prolong, if possible, the lives of that stricken people. Fish-bread is still used in Iceland, Lapland, and other places far north. The fish is first dried, then beaten to a fine powder; and sometimes the inner bark of some of the trees of that region is mixed with it, and then wet and made into bread and cakes. Moss bread is manufactured in Iceland from the reindeer moss which, towards the month of September, becomes soft, tender and damp, with a taste like wheat bran. This moss contains a large quantity of starch, and the Icelanders gather it in the latter part of the Summer season, thoroughly dry it, then grind it into meal; and bread, gruels and pottages are made with it. The want of better grain frequently compels the poor Icelanders to bake a kind of bread from the seeds of the sandreed, which are usually eaten only by the birds of passage.

No doubt a certain number of young women suffer and break down whilst studying, but this does not necessarily imply that study is the cause of the break-down. Idleness and ignorance are much more prolific causes of disease amongst women than overwork. They are the main producers of hysteria and all sorts of vaporish complaints, of many ills and evils, and of insanity, if not of insanity. As a matter of fact, it is not an easy thing to overtire the energies of the brain by work. It is not work, but worry, that kills the brain. The latter must be ever with us all. The most highly educated and hard-working women are eminently healthy. Perhaps this might be the "survival of the fittest," but even granting that it is so, the more women work the more fit women they will have. The break-down from overstrain occasionally takes place, and the first really important symptom is sleeplessness; when that sets in there is cause for alarm. As soon as a child or young person develops continuous headache, work should be discontinued.—Dr. TAKE.

Electrical force is the propelling power of the trains on the three railroads from Lichtenfeld to Spandau, Prussia; from Port Bush to Busa Mills, Ireland; and from Zandvoort to Kostverloren, Holland. Electrical railway lines are in construction from Wiesbaden to Neroberg, Prussia; at Zankerode, in Saxony; a subterranean and subfluvial road in London; and one in South Wales, the motive power for which is derived from a fall of water.

A brave and faithful guardian of our homes and property rescued from imminent peril.

A very popular and well-known member of the police force, who has performed duty twelve years at the Union R. R. Depot, on Exchange Place, in Providence, R. I., gives his unsolicited testimony. Hear him:—

"I have been dreadfully troubled with disease of the Kidneys and Liver during the past six months; at times I was so severely afflicted that I was unable to stand on my feet, as my feet and lower parts of my legs were very badly swollen; my urinary organs were in a dreadful condition, my blood was in a wretched state, and it had become so impoverished and circulated so poorly that my hands and feet would be cold and numb and so white as to appear lifeless. I could not rest nights, but was so distressed all over that I could not lie still in bed, but would keep turning and rolling from one side to the other all night, so that I would feel more tired and exhausted in the morning than when I went to bed. My condition became so serious that I was obliged to stop work, and for thirty days I was unable to be on duty. I consulted the best doctors, and tried the numerous medicines and so-called cures, but rapidly grew worse, and was in a sad condition every way when a long-time valued friend of mine, prominent in this city in a large express company, urged me to try Hunt's Remedy, as he had known of wonderful cures effected by it. Upon his representation I obtained two bottles of the Remedy and commenced taking it as directed, and greatly to my surprise in less than twenty-four hours I commenced to feel relieved. I was in an awful condition when I began to take the Remedy, and had no faith in it; therefore, when I found almost immediate relief, even in one day's use of it, my heart was made glad, and I assure you I continued to take the Remedy and to improve constantly from day to day. I took it with me on my trip to Maine, for I was bound to have it with me all the time, and the result is that I improved speedily all the time I was away, and ever since my arrival home, which was several weeks ago, I have been on duty every day. I feel first-rate, and the swelling of hands, feet, and legs have disappeared, and the terrible back-ache, which used to bother me more than all the rest, troubles me no more, and I sleep splendidly nights, and surely have very excellent and forcible reasons for speaking in praise of Hunt's Remedy, for it has made a new man of me. I don't know what I should have done without Hunt's Remedy; it is the best medicine that I ever took, and I very gladly recommend it to all who are afflicted with Kidney or Liver disease, or disease of the Urinary organs. Respectfully,

ISAAC W. FAIRBROTHER."

FRENCH LANGUAGE.

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A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria Ill. Medical Monthly,
July, 1882.]

We have used Murdock's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were starving to death. The results have been *all and more* than we expected. We think it need not be a trial to prove its worth to every one.

[From the Boston Musical Record, Aug. 26,
1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the Boston Pilot, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounce it all that is claimed for it. In many of our institutions and hospitals it is used extensively. It is the pure essence of nutriment from healthy animals, making new, rich blood, thereby giving the body a new lease of life. It is a true food of life in liquid form, and where Murdock's Liquid Food is used death reaps a poor harvest. It is not a medicine in any sense of the word, but a food—as much as and more nutritious by tenfold than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food extracts has long been recognized by the profession as being superior to cooked extracts in the curing of disease, consumption, scrofula, diphtheria, dyspepsia, kidney complaint and constipation, and cases where sufficient nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the profession of New England, the inventor claiming, and the company endorsing, his theory, and they are the only manufacturers in the world. All the physicians did not know that theurgist would need it, it was a waste of time and money to adopt any other method of introducing them into the market.

[From the Portsmouth Times.]

Murdock's Liquid Food has given health to all of our citizens of Portsmouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a member of our own family.

[Meriden (Conn.) Press, Aug. 3.]

People who complain of dyspepsia and an "all-cause" sort of feeling these days will find great benefit by using Murdock's Liquid Food. It is a preparation of raw beef, mutton and fruits, and is so easily assimilated that it can be taken with safety upon the weakest stomach, while a teaspoonful of it contains as much nutriment as a whole quantity of ordinary food. For those who feel exhausted either from overwork or disease, it is simply invaluable. This is not an advertisement or a paid puff, but a voluntary recognition of the merits of a genuine article, which the writer has seen tested again and again, always with satisfactory results.

[From the N. Y. Scientific Times, March 11,
1882.]

The experience of physicians and of persons in charge of the sick in hospitals and elsewhere has demonstrated that recovery is often delayed and sometimes entirely prevented by the want of nourishing substances with the which the convalescing patient could be fed. Nature often too weak to sustain, and sometimes even too weak to assimilate, articles which, with the body in vigorous conditions, would be adequate for its support. Especially is this the case with infants, who are thus made to suffer for the want of knowledge of those in whose charge they may chance to be. Among the most successful attempts to invent an artificial food, we may mention the "Murdock's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which it supplies in such controlling quantities as to expel the weak and impure blood engendered by disease from the system, and to fill its place with a life-giving, health-restoring fluid.

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BOOK DEPARTMENT.

NEW BOOKS.

MENTAL SCIENCE AND METHODS OF MENTAL CULTURE. By Edward Brooks, A. M., Ph. D. Lancaster, Pa.: Normal Publishing Company. \$1.75.

Utility is manifestly the guiding motto which Dr. Brooks has observed in writing this treatise. It is designed to be used in the instruction of teachers, or those who expect to become teachers, and in pursuance of that definite design the subjects of mental science and mental culture have been treated in almost exactly the same spirit in which a guide points out the tourist's way in a strange country. The author chooses the mission of a helper rather than that of a profound theorist and all that he says, as well as the manner in which he says it, is intended as information that may be actually made use of in practice. The scope of the work is most extensive and its chief excellence lies in its covering so wide a field and at the same time striking the golden medium between profoundness and superficiality,—a thing very rarely accomplished by writers on the human mind. After a definitive statement of the nature, science and operation of the mind, there are chapters on the mental attributes, consciousness and attention; then follow in order "The Intellect," "The Sensibilities," and "The Will." Nothing novel in this arrangement, it is true, but when one scans the contents more closely he will find under each subdivision, not the prosy propositions that have been handled by psychologists since a remote age, but in their stead a multitude of practicable directions, by no means speculative but declarative in their character. In brief, this book of Dr. Brooks' is a teacher's teacher in the highest duties of the calling. It is not enough to tell what perception is, what memory is, what imagination is, but *how each may be cultivated*, must be unfolded before mental science can acquire its practical, useful, serviceable phase. A teacher must know not only what his pupil's mind is, but also how its faculties operate in order to work upon that mind, and we cannot name a more valuable assistant in the acquisition of such knowledge than this elementary and yet fully adequate textbook of Dr. Brooks.

COLIN CLOUT'S CALENDAR. By Grant Allen. New York: Funk & Wagnalls. 25 cents.

This is a reprint of a late English book and makes the most recent addition to the Standard Library which the above house is bringing into such great favor. Mr. Allen gives in this volume, in the form of a calendar of one summer, many charming botanical diversions. Even though what is said relates to a foreign soil, no one who has any liking at all for the delightful study of plants and flowers can escape a deal of enjoyment from a perusal of these jottings-down of "Colin Clout."

THE BIBLE HAND-BOOK. By Rev. Joseph Angus and Rev. F. S. Hoyt. Philadelphia: C. De Silver & Sons. \$3.00.

The labors of the authors in the preparation of this volume have been immense. Its design is to shed light on the Scriptures in everything that relates to them. Whatever the difficulty, whether from obscurity or otherwise, the authors aim to remove it. We have rarely met with a work of the kind so diversified and yet so full; it is adapted to all readers. It is a large octavo of nearly 800 pages, plentifully illustrated with countless wood engravings and maps. The scholarly standing of both Dr. Angus and Dr. Hoyt will give the work unquestionable authority.

BOOKS, AND HOW TO USE THEM. By John C. Van Dyke. New York: Fords, Howard & Hulbert. \$1.00.

This little volume endeavors to tell clearly, concisely and practically the advantages of reading, the best places and times for reading, the best classes of books to read and the manner in which best to get at the desired matter in an immense library. Its object is gained with much success. There is probably no other manual of the kind published and it therefore possesses a really practical value. Mr. Van Dyke is a librarian in the Sage Library, New Brunswick, N. J., and has had fine opportunity to draw the conclusions he here prints, yet notwithstanding, readers will not readily accept his overrulings of Mr. Ruskin, President Porter, Emerson and others. However, the new guide to reading is a most serviceable one, and we gladly welcome it.

"The Housekeeper's Year Book," by Helen Campbell, which we have received from Fords, Howard & Hulbert, is an excellent little companion for the housekeeper. Within the dimensions of a mere memorandum book it holds a perfect library of information. Practical hints for housework, marketing, accounting, inventory and

many other useful things. The blank pages for writing entries are an original idea, and altogether the little manual is convenience itself. Price 75 cents.

NOTES.

OLIVER DITSON & Co., Boston, have sent to our table a copy of "The Musical Favorite," containing selections for the piano. It proves truly a new collection of music, but not a collection of new music. All of the selected pieces, embracing waltzes, galops, polkas, marches, nocturnes, variations, etc., are well known and popular. It is just the book for an impromptu concert at the piano. Price \$2.00.

MESSRS. HARPER & BROS. have issued a proclamation to "young American artists" in effect as follows: They will award \$8,000 to the successful competitor in a contest for the best original drawing to illustrate Alfred Domest's Christmas Hymn (1887,) provided (1) that he is an American artist not over twenty-five years of age; and (2) that he will use the prize "for the prosecution of art study in one or more of the best American schools, including, also, a sojourn abroad of at least six months for the study of the old masters." The drawing must be presented anonymously, not later than Aug. 1, 1888, and must be suitable for publication in *Harper's Magazine*, for which it will be engraved. The judges will be Messrs. R. Swain Gifford, F. D. Millet and Charles Parsons. All necessary particulars, with a copy of the hymn, can be obtained of Harper & Bros., Franklin Square, N. Y.

D. Appleton & Co. have nearly ready a wholly new edition of the "Poetical Works of William Cullen Bryant," which will contain all the poems that have hitherto appeared, a hundred or more never before published, and also copious notes by Parke Godwin, giving various changes in important poems, an account of their origin, and other interesting information. It will be issued in two large handsome volumes, uniform in style with Godwin's "Biography of Bryant," just published by this house.

J. E. SHERRILL, Danville, Indiana, has in press for immediate issue. "The School and Institute," by Prof. J. Fraise Richard of Ohio; "Methods of Teaching and School Management," by Prof. J. V. Coombs, assisted by Prof. G. W. Hoenshel; "Arithmetical Analysis and Topical Outline Lessons," by Prof. W. H. F. Henry; "Scientific Orthography and Orthoepy" by Prof. Isaac W. Clinger; "Outline of the New Testament," by Prof. R. Heber Holbrook; "Alcohol: Its Effects on Body and Mind," by Prof. Eli F. Brown, M.D.

The National Temperance Society has published a quarto illustrated pamphlet, entitled "The Temperance Telescope," which is a most striking and effective temperance publication. Fourteen different views are given through this wonderful telescope, illustrating the evils of intemperance. A poem accompanies each "look," written by S. Conant Foster, and the illustrations are from original designs, by J. Howard Doane. The pamphlet will be found most helpful to all temperance workers. Prices 25 and 50 cents. Address J. N. Stearns, 58 Reade street, New York City.

ENGLISH OPINION.—There are two Englands. A Republican England, which believes in government of the people, for the people, and by the people, and an England, also, of the privileged classes, which has very haughty, Imperialistic ideas and precedents. Republican England does not want Egypt. Republican England is no more aggressive than our Republic is. It is as anxious to do justice to every weak nation on the borders of the British Empire as we, since the abolition of slavery, are anxious to do justice to our neighbors. But Imperialistic England, sometimes called Troy England, is yet a mighty force in history, and its last

and probably greatest leader, Lord Beaconsfield, was accustomed to say that England is essentially an Asiatic power. That party wishes to make England an African power, as well as an Asiatic, and it may yet have opportunity to do so. It is to be remembered that Mr. Bright resigned his position in a proud British Cabinet because he felt that the moral law was not observed in the actions of England toward Egypt. Mr. Gladstone, replying to his former colleague, said that he and Mr. Bright agreed perfectly as to the general proposition that the moral law applies to the relations of nations, as well as to those of individuals; but that they differed as to the application of that law to the particular case of Egypt. The Imperialistic party may come to power in Parliament at any time. It has fought unjust wars in China sometimes, in India not twice or thrice only, in South Africa at least once, and not infrequently in the Levant. That party is exceedingly anxious that the whole of Egypt, as well as the Suez Canal, should be under British control.

CONGRESS.—The Forty-seventh Congress which came to an end March 4, transacted a great deal of business. There were 10,670 bills and joint resolutions introduced, from first to last, 8,018 of which originated in the House and 2,652 in the Senate, a large majority of which failed to pass. The gross amount of money appropriated was \$524,837,150. Pensions now make leading demands upon the treasury. The Pension bill just passed appropriated \$20,575,000 in excess of the bill passed two years ago, and \$13,225,000 less than last year's bill. Among the important acts were the extension of the national bank charters, and the refunding of the maturing public debt in three per cents., interference with polygamy in Utah, distribution of the Geneva award to actual losers by the Anglo-Confederate cruisers, reduction of letter postage to two cents, lessening the revenues by the revision of the tariff and the repeal of all of the war taxes, except on spirits and tobacco, sending of claims to the Court of Claims, and the reform of civil service. The river and harbor bill, this year did not pass saving an expenditure of more than \$8,000,000. Letters cannot be sent for two cents before October, nor stamps be left off checks until July 1. The tax on bank capital and deposits ceased March 1.

THE total amount of money paid thus far by the New Haven and the New York Central Railroads, in settlement of the tunnel disaster, which resulted in the death of three persons, injuries to sixteen or seventeen others, is as follows: To the relatives of the three persons who lost their lives, \$15,000, \$5,000 in each case; to twelve of those who were severely injured, \$85,000, making in all \$100,000. The claims of the others injured have not yet been adjusted.

At an inspection at a school near London a large class of boys and girls were to read. A boy began: "The po-ta-to in its native soil. America is small not fit to be eaten." "Oh, stop; try again," said the teacher. "I thought you were going to tell me about the potato, not about America." The boy read it again exactly in the same way. A glance down the whole class showed that not one knew what was meant when he was again told he was wrong. Every child must have read that lesson some dozen times. The fact of one boy making such a mistake was not to be wondered at; he might have been shy or stupid; but that not one of the children could discover the mistake was somewhat startling.

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Publisher's Department.

On the first page our readers will find the advertisement of the University Publishing Co. of Maury's Geographies and other valuable books. These books are extensively used in almost every part of the country, but those teachers who have not yet used or examined them we would advise to send for specimen copies, which will be sent by the publishers on application and remitting the introductory price.

Barnes' New Elementary Arithmetic is destined to occupy a front rank in primary and intermediate schools. Prof. Joseph Ficklin, the author, is also the author of the National Arithmetic and other mathematical works; and his works are very favorably known. The typographical appearance of the book is very attractive, as this firm's books always are, and no pains nor expense have been spared to make it a success.

I will reciprocate the favor of any teacher informing me where certain School-Books are in use. Particulars on application. I can also suggest agreeable and profitable occupation to teachers during leisure or vacation. John R. Anderson, 68 Reade street, New York.

A prominent specialty of the Boston School Supply Co., 15 Bromfield street, Boston, is Hughes' new educational wall maps. These maps are highly recommended by teachers, and deserve a place in every school-room.

A. S. Clark, 34 Park Row, New York city, carries on an extensive exchange of back numbers of periodicals. Attention is directed to his interesting notice elsewhere. Note the change in his address.

Dixon's American Graphite Pencils continue in first favor with schools everywhere. The circular which the manufacturers, Joseph Dixon Crucible Co., Jersey City, N. J., send to any applicant, also supplies needed information about their erasive rubber, which has had such remarkable sales of late.

The optical manufacturing house of R. & J. Beck, 1015 Chestnut street, Philadelphia, have the best possible facilities for making apparatus required by opticians, photographers, and mechanics generally. Their reputation for good workmanship is enviable.

J. & H. Berge, manufacturers and importers of apparatus, established in 1850, enjoy a patronage from all sections of the country. It will repay any one interested in chemical or philosophical apparatus to send for their elegant new catalogue. 191 Greenwich and 95 John street, New York city.

The reader will find a useful fund of information about some of the best books in the language and a good way to get them by consulting the announcement elsewhere of S. W. Green's Son, publisher, 696 Broadway, New York.

Parker & Marvel's Supplementary Readers have proved a decided help in all schools where they have been tried. They are published by Roberts, Davis & Co., Boston, Mass., and Dubuque, Iowa, and may be had of Orlando Leach, the genial New York agent.

The readers of the SCHOOL JOURNAL need have no hesitation in using Dr. Schenck's medicines, or in consulting him professionally. He is a regular graduate of the first medical college of this country (Jefferson of Philadelphia.) The letters which we publish here we know to be genuine, as a representative of this paper has seen the originals at Dr. Schenck's office.

*All ladies who may be troubled with nervous prostration; who suffer from organic displacement; who have a sense of weariness and a feeling of lassitude; who are languid in the morning; in whom the appetite for food is capricious and sleep at proper hours uncertain, should have recourse to Mrs. Pinkham's Vegetable Compound.

Daniel F. Beatty.

It is but a few years ago that a young man was giving music lessons in the country school houses of Warren Co., N. J. He sold an organ and received a commission, and then the idea came into his head that there was money in selling organs; that idea he has resolutely kept before every moment since. He located himself at Washington, N. J., and followed out the vein he had struck. After a few years he began to build organs. He has extended this business with remarkable energy and sagacity: his manufactory now turns out a complete instrument every twelve minutes. The works and yards occupy thirteen acres. It contains over seven miles of steam and water piping, three miles of electric wires, 320 Edison lights, 400 feet of speaking tubes, and a 500 horse-power engine, and it employs over 500 hands. Fifty-five tuners are employed.

Mr. Beatty probably has the largest organ manufactory in existence. He claims that his instruments are of superior make and durability, and he challenges a trial with any other organ. The total receipts for the shortest month of the year is \$93,021, indicating a business returning nearly \$1,200,000 a year. In the twenty-four working days of last month Mr. Beatty shipped 1,152 organs. He shut down for a week in January, to put in a new boiler, yet he shipped in that month 1,102 instruments. In December he shipped 1,410 organs, 980 in November, 1,303 in October, and 1,151 in September. His shipments of pianos are not included. They average about 100 a week.

Mr. Beatty is the largest taxpayer in Warren county. He seems to be a wealthy man aside from his organ and piano business. He is the largest stockholder in the Washington Water Works, and he owns the most of the stock in the First National Bank of that city. His manufactory cost him as it now stands over \$900,000. About eighteen months ago it was burned to the ground. In 120 days the present structure arose on the ruins of the old one. It is a third larger; yet its owner says that he is frequently driven night and day to fill his orders.

Mr. Beatty's business success seems to be due to three causes. He makes a first-class organ, sells it cheaper than others, and he advertises so that the people know these facts. He learned early in life that advertising pays; for most men it takes twenty-five years to find it out and twenty-five years more to act upon it.



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DR. SCHENCK'S
MEDICINES
FOR THE CURE OF
CONSUMPTION.

DR. SCHENCK'S PULMONIC SYRUP, SEAWEED TONIC,

AND MANDRAKE PILLS, when taken as directed, will cleanse the whole system, restore the appetite, make the food digest easily and cause it to make new and healthy blood. In this way the system is put in a condition that renders it possible for the lungs to heal in Consumption, and in no other way can this disease be cured.

Before anything can be done towards a cure, the stomach and bowels must be cleansed, so that the food that is taken will digest and make healthy blood. Emaciation or loss of flesh in Consumption, is always caused by a lack of nourishment, and nourishment can only come from well digested food. To attempt to stop a cough when the lungs are diseased is always dangerous. To try to stop night sweats without building up the general system by well digested food is useless, and in many cases the medicines given to relieve these symptoms are the cause of death. As soon as the stomach, liver and bowels are put in a healthy condition by the Mandrake Pills, then take the Seaweed Tonic after eating. This keeps the food sweet, and assists it to digest. At the same time take the Pulmonic Syrup, which relieves the cough and assists nature to throw off the accumulated corruption in the lungs, which, if not thrown off will soon poison the blood. This Syrup is the greatest blood purifier known. Its continued use is sure to expel the poisonous germs of Scrofula and all blood diseases.

In answer to the oft-repeated questions as to how my Medicines are to be used in Consumption, I wish to give some general rules:

Take from four to six of the Mandrake Pills on going to bed; the dose should be regulated by the patient's own knowledge of his system. If the bowels are easily moved, four may be sufficient, but there is never any danger in their free use, and it is therefore advisable in most cases, to take the full dose. When the Pills have operated freely, take the Seaweed Tonic immediately after each meal; this will aid digestion, give tone and strength to the stomach, and keep the food from souring, thus preventing flatulence, belching of wind from the stomach, and also the coming up of food in the throat.

The Pulmonic Syrup should be taken regularly, the patient averaging about one-fourth, or one-fifth of a bottle in a day.

My Mandrake Pills, which unlock the ducts of the gall bladder and causes the liver to secrete healthy bile, should be continued until the tongue is clean and the bowels regular, but not in as large doses as at first. I have found the following to be the best method in all cases:

First dose, 4 to 6 Pills, second dose, two days after, 2 to 3 Pills, third dose, omitting for two days, 1 to 2 Pills. Then stop taking them for one week, taking the Syrup and Tonic in the meantime, when the same course of the Pills is to be repeated, and so on until the cure is completed. The Seaweed Tonic should be taken in small doses at first, and gradually increased up to the full dose, as given on the directions around the bottle.

We cannot say too much in regard to the care that should be taken against fresh colds. All the medicine and care in the world cannot perform a cure in serious lung disease, if the patient is constantly adding to the irritation of the lungs by catching cold, and the only way to avoid this is to stay indoors in stormy or cold weather. Keep the feet and hands dry and warm. Have the air you breathe as near 72 degrees as possible, and the same temperature night and day. It is easy to regulate this with a thermometer in your room. The room should be aired but never when occupied by the patient. Avoid all draughts from doors or windows. It is better to breathe air that is a little impure than run the risk of fresh colds from ventilating your room in cold or unseasonable weather. I say that Consumption can be cured by the use of my Medicines, but it is only with the help of

the patient that it can be done. He must follow my directions in every particular.

And, in conclusion I would say that I do not wish any one to use my remedies unless they can follow my directions, for they will be of but little use to them unless they do.

J. H. SCHENCK, M. D.

Go and see the people who write the following letters, if possible.

Ex-Lieut. Gov. Benjamin Douglas, of Connecticut, says

I have used Dr. Schenck's medicines in my family for many years, and therefore know them to be good. I know those who have been cured of very serious lung diseases by their use. Middletown, Conn., Nov. 6, 1882.

Consumption Can Be Cured.

NEW YORK, November 8th, 1881.

DR. SCHENCK:

DEAR SIR: In looking over one of your books, in which I find so many letters recommending your medicines, I have thought to myself how negligent I have been in not making my case known, that others might take advantage in visiting my friends in New Jersey a short time since, my attention was drawn to the many advertisements in large letters on different buildings and fences. Dr. Schenck's Pulmonic Syrup, Seaweed Tonic and Mandrake Pills.

As I looked at the tears of gratitude fell from my eyes, and I thought what a blessing that such a man as Dr. Schenck should be sent among us. Twenty-seven years ago I contracted a heavy cold, which settled on my lungs. I took many things that were recommended for colds, but nothing seemed to relieve me. I made gallons of syrup with many different kinds of herbs; still I got no better. My husband would consult doctors, but they gave him no encouragement, only said I must die. I had been afflicted over 7 years. One of my sons came in one day and said to me, "mother, I have heard of a Dr. Schenck that is making great cures in Consumption; will you see him?" I had given up all hope of recovery, but he insisted upon it. Consequently I was taken over to Dr. Schenck, then in Bond St. He examined my lungs, and gave me encouragement. I took the Pulmonic Syrup, Seaweed Tonic and Mandrake Pills about two months, and felt as well as ever I did. I have enjoyed good health ever since, and if any of my family take cold it is our only medicine. I am this day 67 years of age, and can walk and attend to business as well as many at 40. If there are any that wish to know the particulars of my case, they are at liberty to call on me. Yours truly,

Mrs. SARAH LAWSON.
334 West 15th St., New York City.

Cured of Consumption After Two Years of Severe Illness.

NEWBURG, N. Y., March 4, 1879.

DR. J. H. SCHENCK:

Dear Sir—I feel that I am doing good to others by telling you what your medicines have done for me. I was sick with Consumption for over two years and after trying many remedies and employing the best physicians in this city without benefit, I was induced to use your medicines. I had hardly taken the first bottle before I felt much better, and after continuing their use for six months was entirely cured. This was over six years ago, and as I have continued to enjoy good health since, I feel that my cure is permanent. I am happy to add to my testimony with many others to the efficacy of your medicines. I know many others in Newburg who have been benefited by their use.

Mrs. SOPHIA M. LAWSON,
No. 50 Ann St., Newburg, N. Y.

From Rochester, N. Y.

DR. J. H. SCHENCK:

Sir—I know of a great many people who have been cured of serious lung troubles by the use of your medicines. Among others, my husband, who was very low with Consumption in 1865. He was so weak when he first commenced to use them that he could only take one-half of a pill at once. He used the Mandrake Pills and Pulmonic Syrup until cured, and has good health ever since. I believe your medicines will cure Consumption when the patient is not too far gone. I will cheerfully give the names and addresses of others whom I have known to be cured to any one who wishes them. Yours truly,

Mrs. E. M. BABCOCK,
No. 9, Chestnut St., Rochester, N. Y.

From an Old Resident of Albany, N. Y.

White Line Central Transit Co.,

George C. Redden, Agent.

N. Y. Central Freight Depot, cor. Orange and Water Sts., ALBANY, Feb. 16, 1881.

DR. J. H. SCHENCK, Phila., Pa. Dear Sir—I write this to let you know that my little daughter Henrietta, whom you saw on your visit to this city in the fall of 1879, has entirely recovered her health by the use of your medicines. I wish also at the same time, to give you some facts in regard to her case which I did not have time to do when you were here. My daughter was considered a healthy child until the month of August, 1878, when she was attacked with Remittent Fever, with which she was sick for a long time. As she recovered from it she took a heavy cold, which settled on her lungs, producing a constant hacking cough. As one of her mother's relatives had died of Consumption, we were much troubled in regard to her case, especially as our physician told us that her lungs were weak, and after her cough had continued some time, that they were seriously affected. He prescribed many things for her, principally oil, liver oil and stimulants; but she kept getting worse and worse, until at last he told us there was no hope for her recovery; and to satisfy us that he had done all that it was possible for him to do, called in two other doctors. They, after consultation, agreed that she must die, and that all that we could do was to make her comfortable while she lived. This was in the month of September, 1879. Although we were assured by our physicians that our little daughter could not get well, yet we were always looking over the papers to try to find something that would, at least, preserve her life for a time. One evening I read in the Albany Evening Times statements of many who had been cured of serious lung diseases by your medicines, and feeling that they at least could do no harm, I concluded to give them a trial. I therefore went to the drug store of Mr. Miller, a gentle-

man with whom I was well acquainted, and asked him what he knew or thought of your medicines. He said—"I have heard them highly spoken of by my customers, and believe them to be good." I then bought a bottle of the Pulmonic Syrup, as well as the Mandrake Pills and Seaweed Tonic, and my daughter began to use them according to the printed directions. We all soon saw that they were doing her good. When she had taken them about two weeks we noticed by the papers that you were to visit Albany professionally, and, taking advantage of this opportunity, we had you see her. Although you did not see her at the worst, you of course remember her apparently hopeless condition. We can only say that from the medicines you gave her she soon rapidly improved and became healthy and strong. We give you this certificate or letter that others may know of your medicines. I am satisfied that you saved the life of my child, as she was pronounced beyond medical aid by three of the best physicians of this city.

Respectfully yours, GEORGE C. REDDEN,
Agent of the White Line, N. Y.

NEW YORK, July 18th, 1882.

DR. J. H. SCHENCK:

Dear Sir—I have used your remedies in my family for over twenty years with most beneficial results. Twelve years ago my physician left my wife to die, but thanks to your great medicines, she lives to-day, a monument to the efficacy of W. D. DUTCHKINCE,

707 Broadway, New York City.

From Thomas Draper, Esq., Brooklyn, N. Y.

BROOKLYN, May 24, 1880.

DR. J. H. SCHENCK:

Dear Sir—in 1866 I contracted a severe cold, which finally reached my lungs. During the day my cough was very troublesome, but more so at night while in bed. Through cough and severe night sweats my body became terribly emaciated, so much so that my friends thought I could not live but a few months.

I had the best physicians in New York city examine me, and they pronounced my disease "tubercles on the lungs." Each and every one of them prescribed something different for me to take, but from their medicines I received no benefit.

After I had spent considerable money among the medical faculty, one of the doctors whom I called on advised me to go South, as the climate there was suitable to persons afflicted with my complaint. I started South, and two days after arriving in the city of Charleston, S. C., I was taken with hemorrhage of the lungs—the first I ever had. In that city I again called on the best physicians, who did all in their power to relieve me, but treatment was of no avail.

When I regained a little strength I started to Aiken, S. C., and it was while seated on the piazza of the hotel of that place, troubled with my usual fit of coughing, that I heard from a gentleman sitting close by about your Pulmonic Syrup. He told me it was the only medicine he had ever used that did him any good, and he advised me to give it a trial, which, you may rest assured, I did speedily on my return home. On reading the directions I ascertained that I could see you one day in each week at your office in Bond St. There I went and had you examine me. You told me if I would take your medicines as you directed they would cure me.

Before I went home that day I bought a thermometer and placed it in my room for the purpose of keeping it heated as near alike each day as possible to prevent my taking cold. In that room I remained three months. I took your Pulmonic Syrup, Seaweed Tonic and Mandrake Pills as you directed, and gained nearly sixteen pounds. After using your medicines about five weeks I would, while lying on my left side, expectorate a great deal of mucus, then my appetite began to improve, and the cough commenced to disappear; since then I have been on the improve.

For many years I have not been troubled with cough or hemorrhage, and to-day weigh in shirt sleeves two hundred and three (203) pounds—more than I ever weighed before. People who now see me can't be made to believe that I was once reduced to skin and bone. Only those who knew me through my sickness will believe it.

A great many doctors advise their patients as I was advised, to go South (I have been to Enterprise, Fla., and Aiken, S. C.) From experience I know that the climate South will no more cure Tubercular Consumption than it will cancer. It wants something to reach the sores on the lungs and heal them, and I honestly think your medicines will do it.

Hoping my feeble attempt at explaining the virtue of your medicine will be the cause of encouraging some poor sufferer to give it a trial, as I successfully did, I remain,

Yours respectfully, THOS. DRAPER,
Brooklyn, House 6th ave., bet. 28th and 29th sts., Brooklyn, N. Y.

From the Rev. Stephen Rose.

MAIDEN ROCK, PIERCE CO., WIS.,
June 15, 1879.

DR. J. H. SCHENCK, Philadelphia.

Worthy Gentleman—it is with a feeling of gratitude I seat myself to write you this letter. A little over a year ago I received from you a small box of very valuable medicines, Pulmonic Syrup, Seaweed Tonic, and Mandrake Pills, for my wife, who had been very sick for many years with female weakness and weak lungs. She had had two severe attacks of pneumonia, and our physician gave it as his opinion—as from her great delicacy—that she could not live through the third one. She began to take your remedies according to directions, and we immediately saw great improvement in all her symptoms. She was soon free from her cough, and began to gain in flesh rapidly. At this date she is perfectly well.

I wish to add that your Pulmonic Syrup is the only medicine I have ever found that gives relief in my bronchial complaint, usually called clergymen's sore throat. During the winter season, if I speak much in public, I often suffer from it, but your Pulmonic Syrup gives me immediate relief, and strengthens my voice.

Since my wife's cure I have recommended it to many of my neighbors, who have used it with great benefit in coughs and colds.

Yours truly, REV. STEPHEN ROSE.

Missionary for American Baptist Pub. Society,
Maiden Rock, Pierce Co., Wisconsin.

The Rev. Mr. Rose again writes under date of April 7th, 1882:

My wife's health remains good, showing that your medicines have made a perfect and permanent cure. I think your Pulmonic Syrup the best cough remedy in the world. I am advertising you wherever I go in my travels.

From the Editor of "Daily Patriot."

JACKSON, Mich., Nov. 19, 1874.
Dr. J. H. SCHENCK & SON, cor. Sixth and Arch Street, Philadelphia.

I desire to bear testimony to the unmistakable curative properties of your medicines in cases of lung disease. About the latter part of April last, my son Frank, aged fourteen years, was taken down with a severe attack of Congestion of the Lungs. The case from the outset assumed a very aggravated form, and although one of our most skillful and successful physicians did all in his power to arrest the disease, little or no relief was afforded. After several weeks of unsuccessful treatment, and the patient still on the decline, gradually growing weaker, and with spasmodic coughing-spells, which it seemed impossible to survive, I called as counsel a second physician who has for years stood at the head of the medical profession in Michigan. He applied the course of treatment of the attending physician, assuring us that he had done all for him that could be done, and pronounced the case a very critical one, intimating that, while there was a possibility of recovery, the indications were that the case would prove fatal. Weeks elapsed, and still he continued to decline, his lungs becoming more and more filled up, and his cough continuing to assume a more aggravated form. Again we called counsel, this time an experienced and skillful physician who had many years experience with lung disease in the East. He made a thorough examination of the case, pronounced the left lung in a state of completely disorganized, with the right lung materially affected, and imparted to us the sad intelligence that the case was hopeless one in that his opinion Frank could not possibly live, and that we might expect his death at any moment. At this time he had been sick eleven weeks, in which period he had coughed almost incessantly, raising great quantities of matter frequently accompanied with blood, and had taken no nourishment whatever.

About this time a friend gave me the details of a similar case several years previously by the use of your medicines, and although Frank had always been very much prejudiced against patent medicines of all kinds, determined, in view of the remedies arrived at by the physician, to try the remedy which my friend recommended.

I at once obtained a bottle each of your Pulmonic Syrup and Seaweed Tonic, and still retaining the services of our physician, commenced giving my boy the medicine under his directions. The first was given on Sunday evening, one on the following Tuesday morning he appeared somewhat easier, and asked for something to eat. When the food was brought him he ate it with considerable relish, more so than any he had eaten during his sickness.

From this moment he commenced to improve, his cough grew less frequent and painful, and finally disappeared altogether. In fact, three or four weeks after he commenced to take the medicine, we considered him entirely out of danger, and to-day he weighs more than ever before, is attending school regularly, and is I believe, in perfect health.

I do not make this statement, gentlemen, for your benefit, but with the view of imparting what I consider valuable information to all persons who are afflicted with lung diseases.

Since the miraculous cure of my son, for I knew the case, I have recommended the use of your medicines in many cases of lung disease which have come to my knowledge, and have the satisfaction of knowing that in many instances, and that too, when other remedies have failed cures have been effected.

I remain, respectfully,

W. W. VAN ANTWERP.

For other certificates of cures, send for Dr. Schenck's book on Consumption, Liver Complaint and Dispepsia. It gives a full description of these diseases in their various forms, also valuable information in regard to the diet and clothing of the sick; how and when exercise should be taken, &c. This book is the result of many years of experience in the treatment of Lung Diseases, and should be read, not only by afflicted, but by those who, from hereditary taint or other cause, suppose themselves liable to any affection of the throat or lungs.

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POSTPAID, TO ALL APPLICANTS.

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FOR THE CURE OF

CONSUMPTION

Pulmonic Syrup,

Seaweed Tonic,

and Mandrake Pills

ARE SOLD BY ALL DRUGGISTS.

SCROFULA.

and all Scrofulous Diseases, Sores, Erysipelas, Eczema, Blotches, Ringworm, Tumors, Carbuncles, Boils and Eruptions of the Skin, are the direct result of an impure state of the blood. To cure these diseases the blood must be purified and restored to a healthy an natural condition.

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"Some months ago I was troubled with scrofulous sores (ulcers) on my legs. The limbs were badly swollen and inflamed, and the sores discharged large quantities of offensive matter. Every remedy failed, until I used Ayer's SAPSAPARILLA, of which I have now taken three quarts, with the result that the sores are healed, and my general health greatly improved. I speak very gratefully for the good your medicine has done me." Yours respectfully,

Mrs. ANN O'BRIAN,
148 Sullivan St., New York, June 24, 1882.

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stimulates and regulates the action of the digestive and assimilative organs, renews and strengthens the vital forces, and speedily cures Rheumatism, Catarrh, Neuralgia, Rheumatic Gout, General Debility and all diseases arising from an impoverished or corrupted condition of the blood and a weakened vitality.

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